

IOWA EDUCATORS' PERCEPTIONS OF THE FUNCTIONS AND PURPOSES  
OF THE IOWA PROFESSIONAL TEACHING PRACTICES COMMISSION

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A Dissertation  
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The Graduate School of Education  
Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

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by  
Gary J. Ratigan  
—  
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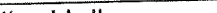
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# IOWA EDUCATORS' PERCEPTIONS OF THE FUNCTIONS AND PURPOSES OF THE IOWA PROFESSIONAL TEACHING PRACTICES COMMISSION

An abstract of a Dissertation by  
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May 1988  
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## The problem

This study measures Iowa educators' perceptions and understandings of the Iowa Professional Teaching Practices Commission's (IPTPC) code of ethical behavior, the teaching standards and practices established by the IPTPC rules and hearing decisions, and the educators' concept of professional self-governance.

## Procedures

A random sample of Iowa educators was administered a survey instrument that included thirty questions designed to measure their knowledge and awareness of the IPTPC and its functions. The sample included 200 classroom teachers, 100 elementary principals, 100 secondary principals, 100 superintendents, 50 Department of Education personnel, and the 28 deans of education at the 28 Iowa teacher preparation institutions. The Chi-Square test was used to determine if significant differences existed among responses from the various groups.

## Findings

Survey responses were analyzed by grouping items based upon their relationship to fundamental concepts associated with professional self-governance and basic knowledge and understanding of the IPTPC. A total of 473 responses was received and tabulated (81.8% of the sample). The six ID groups recorded 53 significant differences between groups on the 24 items. School size and years of experience appear not to affect responses, whereas educational background and gender do.

## Conclusions

1. Iowa educators lack awareness of the Iowa Professional Teaching Practices Commission and its criteria.
2. Iowa educators place emphasis on the concept of service rendered rather than economic gain.
3. Thirty percent of the educators responded they know and understand the IPTPC's code of ethical conduct.
4. Iowa educators believe they are professionals and they should have the authority to govern their profession.
5. Many educators have not received undergraduate instruction on the code of ethics or the IPTPC's written standards.

### Recommendations

The IPTPC should:

1. be sufficiently funded to allow the commission to fulfill its role as the self-governing arm of the educational profession.
2. hire a professional educator to serve as its Executive Director.
3. develop and promote a comprehensive information system to adequately instruct educators on the established code of ethics and teaching standards.
4. become the organization which represents the entire profession's perspective on ethics, standards and practices, and other issues which impact on the profession as a whole.

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## CHAPTER 1

### Introduction

In 1967, the 62nd General Assembly created the Iowa Professional Teaching Practices Commission (IPTPC). This commission was given the responsibility of developing criteria for judging professional practices. Among the areas included in the criteria are contractual obligations, competent performance of all members of the teaching profession, and ethical practices involving them and other members of the profession, parents, students, and the community. Any violation of the criteria is deemed to be unprofessional practice and legal basis for the suspension or revocation of a certificate by the State Board of Educational Examiners.

This year, 1987, marks the commission's twentieth anniversary. Its essential functions have not varied greatly over the years. Those functions include the drafting and promulgation of standards and a code of ethics, the investigation of complaints brought against educators, and the conducting of full evidentiary hearings for alleged violations.

The original legislation and corresponding administrative rules called for a director to serve as the executive head of the agency. The director was to be responsible for the administration of the commission.

In 1985, the commission lost its executive director. The director was not immediately replaced and the commission, as would be expected, floundered for a time. Consequently, the fiscal year passed and the commission ended the term with unexpended funds. As so often happens in the public sector, the commission budget for the ensuing year was reduced accordingly. The end result of all of this is that from 1985 to the present, the commission has functioned without a director. The administrative duties have been shared by the commission chairperson, the various commissioners, and the office secretary.

The IPTPC is currently staffed with a half time office secretary who serves the commission as office receptionist, primarily fielding telephone calls, forwarding the various forms to interested parties, arranging for commission meetings, and carrying out other assignments designated by the commission chairperson.

The chairperson is elected by the commissioners for a one-year term. There is no limit to the number of years a person might be re-elected. The chairperson's role includes assigning investigators for complaints, conferring with legal counsel regarding commission concerns, serving as commission spokesperson, overseeing commission correspondence, assigning hearing panels, setting commission meeting agendas, chairing investigative hearings, and coordinating the commission's role with other state agencies. Considering the fact that the chairperson is a full-time professional educator, the many additional demands of chairing the commission present very serious time constraints.

Even though the chairperson has done an admirable job in fulfilling the duties of the position, the implications of the Iowa Professional Teaching Practices Commission continuing to operate without a director are significant. This is true in spite of the fact that the present commission case load is quite

current in terms of the number of cases and in terms of the case timeliness. In other words, at least one of the primary functions of the IPTPC is progressing efficiently.

On the other hand, several concerns exist. In recent years, the commission has directed little effort to major statutory functions such as reviewing, evaluating, and developing criteria related to professional and ethical practices. For example, the most recent IPTPC Handbook was published in 1978. The most recent publication which explains and promotes the goals of the commission was produced in 1984. Additionally, the commission has made only two ventures into the areas of rulemaking and the revising of criteria for competent performance for the years 1985-87 (IPTPC Minutes). The commission lacks an organized and coordinated information system which might promulgate the purposes and functions of the agency. Time constraints do not allow the chairperson or commissioners to coordinate the IPTPC's efforts with other state agencies, particularly the legislature.

J. S. Drips (1984) wrote a comprehensive history of the Iowa Professional Teaching Practices Commission (IPTPC). He drew several specific conclusions, of which three are significant for this study:

1. The IPTPC as currently funded and organized cannot fulfill its police function for Iowa's educators;
2. The attempts of the IPTPC to establish and rule upon ethical and competent standards have enhanced the position that educators are serving in a professional status;
3. The IPTPC does play a clarifying role in the development of professional standards and ethics for Iowa's educators.

The purpose of this study is to replicate that portion of Drips' study which deals with how the IPTPC is viewed by the practicing educators in Iowa and that

portion which deals with the concept of professional self-governance for educators in Iowa.

Drips' history of the Iowa Professional Teaching Practices Commission provides a rather complete reference for the significant events surrounding the creation and development of the commission from its inception in 1967 until 1984. Since the study was completed, however, the IPTPC has functioned without the services of an executive director and, consequently, the commission has limited its efforts to the investigation of complaints against educators and to conducting evidentiary hearings as dictated by law. The commission has not expended significant effort in promulgating its purposes, its ethical standards, its competency standards, or the concept of professional self-governance to Iowa educators.

Drips (1984, p.142) made several recommendations for Iowa and the Professional Teaching Practices Commission. One of the recommendations dealt specifically with creating a greater awareness among Iowa educators on matters associated with the IPTPC. Drips states that:

The IPTPC must--with the assistance of adequate funding, adequate staffing, and adequate supporting actions from the state level--make its case known to Iowa's educators. Its education of Iowa's educational professions must be a systematic and well-planned effort. It cannot be left to a haphazard effort of hit and miss. It will require the efforts and services of full time educators on the IPTPC staff.

#### Statement of the Problem

Since the IPTPC is currently functioning with less funding, less staff and less supporting action from the state level than four years ago, it seems important to determine how Iowa educators now view the commission, its mission, and its

function. This replication of the Drips' study was done with that purpose in mind in the hope that it might contribute to improving the current situation.

J. S. Drips (personal communication, June 8, 1987) encountered some difficulties with certain items in his survey instrument. He indicated that his item number one was a bit of a trick question to determine if the respondents actually knew the name of the commission which regulates the teaching profession in Iowa. Negative comments were received regarding the nature of the item and the questionnaire in general. He felt the response to this item may have influenced some responses and consequently the findings.

Drips (1984) also experienced some sampling problems in that he sent out 600 questionnaires and received only 325 in return. This represents a return of only slightly more than 54%. Additionally, Drips utilized separate instruments for each group surveyed and asked questions which referred directly to that group. His questions on professional practice and professional code of ethical behavior are generic; whereas it would seem that the same questions should be presented to all surveyed regardless of the particular professional position the respondent holds. Finally, Drips did not request any demographic information in his survey instrument; such information as gender, school district size, length of professional service, and educational background might demonstrate some relationship for the recorded responses simply because they are factors which could impact the perceptions held by Iowa educators.

Due to the problems Drips encountered, literal replication of his study will not be performed. Since, however, little research has been completed on Iowa educators' perceptions and views on self-governance and professionalism, a fresh survey which conceptually replicates Drips' effort is deemed appropriate.

A major issue on whether or not educators are professionals in more than name revolves around the question of self-governance. The Iowa Professional

Teaching Practices Commission was established for the primary purpose of providing educators with a base for professional self-governance, and professional self-governance entails substantially more than merely enforcing long-established standards.

Currently, the commission is effectively satisfying some of these characteristics, but others are simply being disregarded due to insufficient commissioner time allotment., which in turn is due to a lack of a director. More reliance upon hired staff appears to be the best alternative for eliminating these deficiencies.

The study was designed to seek answers to the following questions:

1. Do Iowa's educators know of the existence of the IPTPC?
2. Do Iowa's educators believe in the concept of a service ideal?
3. Do Iowa's educators know and understand the code of ethical conduct established by the IPTPC?
4. Do Iowa's educators view themselves as professionals?
5. Do Iowa's educators know of and understand the established criteria of the IPTPC?
6. Do Iowa educators believe that they should police their own ranks, limit access to teaching, and remove teaching certificates from those found in violation of established professional standards?

#### The Hypotheses

These questions were translated into hypotheses as follows:

1. Iowa educators know of the existence of the IPTPC.
2. Iowa educators believe in the concept of a service ideal.

3. Iowa educators know and understand the code of ethical conduct established by the IPTPC.
4. Iowa educators view themselves as professionals
5. Iowa educators know of and understand the established criteria of the IPTPC.
6. Iowa educators believe that they should police their own ranks, limit access to teaching, and remove certificates from those found in violation of established professional standards.
7. Each of the above six hypotheses were treated separately within ID groups and also tested for the demographical background of the respondents.

#### Importance of Study

This study will generate data which will help the Iowa Professional Teaching Practices Commission formulate an understanding of how it is currently perceived by Iowa educators. An understanding of this perception is vital to the Commission if operating and budgetary decisions are to be wisely made. To establish its annual goals and objectives, the IPTPC must have a clear understanding of its past effectiveness in promulgating its established teaching standards and its code of ethical behavior. The data provided by this study will assist the IPTPC in formulating its future policy decisions.

#### Definitions

The following definitions are taken from the Iowa Professional Teaching Practices Commission enabling legislation and corresponding commission handbooks and publications.

Administrative and supervisory personnel - Any certified employee such as superintendent, assistant superintendent, principal, assistant principal, or



other supervisory or administrative personnel who does not have as a primary duty the instruction of pupils in the schools.

**Educator** - Any person engaged in the instructional program including those engaged in teaching, administering and supervising and who are required to be certified.

**A professional practices commission** - A legally recognized group composed of individual representatives of the teaching profession who are authorized to deal with the standards and practices, ethics, competence, and academic freedom where protective and disciplinary action may be needed.

**A professional standards board** - An official body at the state level to which responsibility is assigned for (a) developing requirements and policies governing accreditation of teacher education institutions, issuance of licenses, and assignments of professional personnel; and (b) conducting studies designed to improve standards of licensure, accreditation, and assignment.

**Teacher** - Any certified employee who is regularly employed for the instruction of pupils in the schools.

The "profession of teaching" or "teaching profession" shall mean persons engaged in teaching or providing related administrative, supervisory, or other services requiring certification from the State Board of Public Instruction.

Galbraith and Gilley (1985, p. 12) provide the following distinctions and definitions of certification, accreditation and licensure:

1. Certification is the process by which a professional organization or an independent external agency recognizes the competence of individual practitioners.
2. Accreditation is the process whereby an agency or association grants public recognition to a school, college,

university or specialized study program that meets certain predetermined qualifications or standards.

3. Licensure is a mandatory legal requirement for certain professions in order to protect the public from incompetent practitioners. Licensing procedures are generally established or implemented by a political governing body that prescribes practice without a license

## CHAPTER 2

### Review of the Literature

A discussion of the IPTPC and the function it serves for the State of Iowa and education within the State must include the issues of education as a profession, a code of ethical conduct, and professional self-governance. This chapter is organized to allow a review of literature on these three subjects plus some review of literature on Teaching Practices Commissions in Iowa and in the United States.

#### Education as a Profession

The question of whether education is a profession in the classic sense of the definition has long been a point of debate. The National Education Association (NEA), the largest teacher organization in the United States, has a long-established goal of developing teaching as a recognized profession. The official position is simply that until the teaching profession regulates itself and judges the competence of its own members, its members are not fully professional (What to tell, 1973). Essentially, the NEA assumed a rather aggressive national position to establish professional practices commissions in each of the states. Again, the organizational goal was to promote teaching as a profession.

The NEA position does not answer the question of what criteria constitute a profession. Many occupations, some crafts for that matter, refer to themselves

as professions; and their members -- plumbers, electricians, baseball players, and many others -- are commonly referred to as professionals. They are somehow not the same, however, as the classic professions of medicine and law. It is helpful, therefore, to consider the factors which distinguish true professions from the other occupations which claim to be professions.

Lieberman (1956, p. 2) states that although no definition of the profession can be regarded as authoritative, certain characteristics are generally accepted and provide a working definition of what is meant by a profession. He states that a profession is an occupation which exhibits the following characteristics:

1. A unique, definite, and essential social service. If education has made any progress toward becoming a profession in the past one hundred years, such progress is undoubtedly due in part to the growing conviction that educational services are so important to the welfare of children that they must be made available to all, rather than limited to those who can afford them.
2. An emphasis upon intellectual techniques in performing service. It is not the absence of physical or manual operations, but the requirement of complex intellectual operations that characterizes the professions.
3. A long period of specialized training. The fact that professional work is primarily intellectual suggests professional training will likewise be primarily intellectual in character.
4. A broad range of autonomy for both the individual practitioners and for the occupational group as a whole. Professional work is not amenable to the kind of close

supervision often present in factories and offices.

Professions necessarily require a broad range of autonomy, that is, freedom to exercise independent skill and judgement.

5. An acceptance by the practitioners of broad personal responsibility for judgements made and acts performed within the scope of professional autonomy. A large measure of autonomy implies a correspondingly large measure of responsibility.
6. An emphasis upon the service to be rendered, rather than the economic gain to the practitioner, as the basis for the organization and performance of the social service delegated to the occupational group. This criterion does not refer to the motives of the average professional worker, but rather that professional workers cannot avoid certain obligations regardless of their personal feelings.
7. A comprehensive self-governing organization of practitioners. Groups as large as the professions must have some kind of orderly procedure to set the standards for entry into and exclusion from the profession, to promote high standards of practice, and to raise the social and economic status of the group.
8. A code of ethics which has been clarified and interpreted at ambiguous and doubtful points by concrete cases. One of the reasons for the formation of professional organizations is that some definite machinery is needed to enforce high standards of professional conduct.

The Iowa Professional Teaching Practices Commission (1983) specifies that any profession includes at least these basic characteristics:

1. Self direction and accountability;
2. Management of its own affairs;
3. Definition of ethical and professional standards with legally and morally defensible procedures for ensuring competent professional service;
4. Regulation of standards for ethical and professional practice, and establishing machinery for the maintenance of those standards.

Bennett (1986) contends that for teachers to be recognized as professionals, they must participate in scholarly inquiry and intellectual development as do other professions. Frymier (1969) states that professional status requires service to others, the function of making judgements, development of an ethical code and self-enforcement of that code. Oxberger (Staff, 1983) states that a professional must have a liberal education, "special discipline", and a higher calling to serve the public than merely to earn a living.

Not all authors agree that teaching is a profession. Lortie (1975) argues against the concept of teaching as a profession. He states that in thinking about teachers, it is useful to conceive of members of the occupation as engaged in a craft.

Drips (1984) states that two concepts emerge from the many definitions of professionalism. They include the concept that professionalism requires a commitment to a service ideal and the concept that professional status speaks of ethical standards and a process for self-governance. It is from these two concepts that an occupational group is able to build an argument for professional status.

### Self-Governance

One of the generally agreed upon elements an occupation must possess in order to be considered a profession is the ability to govern and regulate the ethical behavior and practices of the membership. This capacity to self-govern is relatively recent in education and is less than uniform when viewed in each of the various states.

Lieberman (1956) states that teachers cannot expect to achieve professional status until teachers themselves participate in the drive toward professionalism. The emphasis is on the involvement of all teachers and not upon elected or delegated representatives.

Bain (1970b, p. 43) argues that the teaching profession must be afforded those legal rights necessary for it to assume responsibility for its own destiny. These include:

1. Authority over issuing, suspending, revoking or reinstating the legal licensure of educational personnel;
2. Authority to establish and administer standards of professional practice and ethics for all educational personnel;
3. Authority to accredit teacher preparation institutions;
4. Authority to govern in-service and continuing education for teachers.

Many NEA affiliates currently are either pushing or plan to advocate creation of state boards with authority over teacher licensing (NEA rethinks, 1987). This strong organizational push has caused concern among some experts on who is actually going to control education--the states as dictated by law or the

practitioners? The push toward establishing education as a profession does entail a move toward self governance.

Bain (1970a) reports that the idea of self governance does not imply control of all aspects of education only the governance of the profession. She goes on to argue that the idea of self governance for the profession will not be easily implemented for at least two reasons. First, the tradition of lay decision making in professional matters is deeply ingrained. Second, self governance will require a re-division of authority within the teaching profession itself.

In a similar vein, Hills (1976, p. 3) argues that there are five obstacles to the achievement of a greater degree of self-governance by teachers. They include:

1. The tendency of associations to project a public image in which self-interest dominates;
2. The narrowness of the "competence gap" between teachers and non-teachers;
3. The "go-for-broke" approach of the associations;
4. The wide range of levels of commitment to educational values exhibited by members of the occupation; and
5. The difficulty of separating educational ends from the means of attaining them.

The concern for self-governance by educators is a relatively recent development. Some measures targeted by educational organizations such as the NEA have in fact been implemented, at least in some states. Yet, some measures have had little acceptance (Table 1).

According to Drips (1984), the Iowa Professional Teaching Practices Commission does have the autonomous power to adopt rules, regulations and procedures (as do similar commissions in fourteen other states). The IPTPC also has the autonomous power to develop and promote a code of ethical



Table 1. Professional self-governance commissions, 1982

	Hold hearings	Recommend/issue reprimands or certificate suspensions and revocations	Designated professional standards and practices bodies	Governing bodies holding autonomous powers
Alabama	X	X		
Alaska		X		
Arizona	X	X	X	b,c,d,e
California	X	X	X	b,c
Florida	X	X	X	b,c,d
Georgia	X	X	X	b,c,d
Idaho	X	X		
Illinois	X	X	X	b,c,d,e
Indiana	X	X	X	b,c,e
Iowa	X	X	X	b,c,d
Kansas	X	X	X	c
Louisiana	X	X	X	b,c,d
Maryland	X			
Massachusetts	X	X	X	b,d
Minnesota	X	X	X	b,c,d,e
Nebraska			X	c
Nevada	X	X		
New Jersey	X	X	X	b
New York	X	X		
North Carolina	X			
North Dakota	X	X		
Oklahoma	X	X	X	b,c
Oregon	X	X	X	b,c,e
Pennsylvania	X	X		
South Dakota	X	X	X	c,d
Tennessee	X	X		
Texas	X			c
Utah	X	X	X	
Vermont	X	X		
Wisconsin	X	X		

Source: National Education Association (1983).

b Autonomous power to hold hearings.

c Autonomous power to adopt rules, regulations, and procedures.

d Autonomous power to promulgate and enforce codes of ethics.

e Autonomous power to establish preparation and certification standards.

behavior (as is the case in eight other states). The IPTPC does not have the power to establish or regulate certification procedure or standards (five states allow this to commissions).

### Ethical Behavior

One of the measures which has achieved some acceptance on a national scale is the development of a code of ethical behavior. A code of ethics is one of the principles which most experts claim to be essential in order for an occupation to be considered a profession. As noted above, the concept of a profession includes self governance and the development and adherence to a code of ethics. The establishment of such a code has long been a goal of the NEA (What to tell, 1973).

Frymier (1969) states that every profession has a built-in regulative code which compels ethical behavior on the part of its members. Through its ethical code the profession's commitment to the social welfare becomes a matter of public record thereby insuring for itself the confidence of the community.

Schurr (1982, p. 322) adds that "to be a professional means to have made an explicit or implicit vow to uphold certain norms in the fellowship of others similarly pledged". He also states that "like a manufacturers' limited warranty", a code is a guarantee of minimally adequate service and results.

Lieberman (1956, p. 417) lists eight criteria for effective codes of ethics. These criteria are as follows:

1. A code must be clear. Just as a good law differentiates clearly between legal and illegal conduct, so a good code differentiates clearly between ethical and unethical conduct. It must not be so ambiguous that it means all things to all men. A code cannot possibly specify everything a person might do that would be unprofessional, but it should avoid

mere exhortation or platitudinous injunctions. The code must lay down principles which are not so broad as to be completely nondirective but which are specific and clear enough to be applied in a variety of concrete cases.

2. Although a code must aim at the rendering of efficient service, it must avoid insisting upon unreasonable standards of behavior on the part of the practitioners. This does not mean altruistic behavior is unreasonable or that the code cannot require service to be performed at great sacrifice to the professional worker himself. Doctors are required to provide medical services in emergencies, even when there is no chance that they will receive any compensation for such service. Nevertheless, the medical code is not unrealistic at this point, because it authorizes doctors to charge others a sufficient amount to defray the doctors' expenses in serving those unable to pay.
3. A good code will not assume agreement on professional policy or purpose where none exists. It will not unwittingly commit the entire profession to a policy about which reasonable professional men can or do differ.
4. A code should deal only with professional conduct or with nonprofessional conduct. Professional codes should not be used to regulate the personal and nonprofessional lives of the practitioners. Conduct which is irrelevant to the rendition of efficient service must not be included in the code.

5. A code must not confuse undesirable patterns of behavior with unethical ones. This is very important. A code must contemplate enforcement or it is useless. Every provision in the code must meet this test: Would the violation of this provision justify some kind of penalty or disciplinary action by the profession against the violator? If not, then the provision in question should not be in the code.
6. A code should protect the competent practitioners by a straight-forward recognition of the various situations in which the practitioner may become the object of unjustified lay criticism and abuse; therefore, it will not regard lay popularity as the test of professional integrity and competence.
7. A code should be complete in the sense of not neglecting any important ethical problem of the profession.
8. A code should keep the concept of efficient service as the controlling consideration in all cases. It will not compromise this end for professional advantage, whether professional advantage be regarded as the advantage of the individual practitioner or the professional group as a whole.

The IPTPC (1978, p. 25) filed its Criteria of Professional Practice with the State of Iowa on July 12, 1973. The essential elements of the Code are:

1. Contractual and other legal obligations;
2. Conviction of crimes, sexual and other immoral conduct with or toward students, and alcohol or drugs;

3. Ethical practices toward other members of the profession, parents, students and the community:
  - a. Principle I - commitment to the student;
  - b. Principle II - commitment to the public;
  - c. Principle III - commitment to the profession;
  - d. Principle IV - commitment to professional employment practices;
  - e. Principle V - commitment of commission members and staff

The Iowa code is essentially modeled after the National Education Association code which was written and revised several times since 1930. The code includes most of the essential elements listed by Lieberman and Schurr.

The literature on what constitutes professionalism is rather explicit and yet generic, in that it goes beyond education and speaks to professionalism in general. Education in Iowa is in compliance with at least some of the criteria described as essential in order to be considered as a profession. A mechanism (the IPTPC) is in place to set standards and provide self governance. A code of ethical conduct has been developed and established.

The amount and availability of literature on professional self-governance for educators, however, is limited. This is partially explained by the fact that the concept of education as a profession is relatively recent, at least in a general sense. The literature tells of the widespread belief among educators in the concept of professional self-governance, but there are few indicators that actual self-governance exists.

In Iowa, particularly, since the creation of the IPTPC in 1967, some but not all of the essential elements for educational self-governance are in place. Education as a profession is closer to reality today, at least in theory and law,

than at any previous time in history, yet there is certainly not an abundance of literature on the topic.

## CHAPTER 3

### Design of the Study

#### Introduction

Iowa educators are perceived as having little knowledge about the IPTPC (Drips, 1984). These perceptions about the IPTPC, its standards, its code of ethics, and the educational groups it represents are readily available from educators who have had direct contact with the IPTPC. However, the average Iowa educator has had little or no contact with the commission. Consequently, it is assumed that they have little comprehension of its existence and/or the purpose for which it was created.

#### Methodology

As was indicated earlier, this study was a constructive replication of Drips' 1984 study. It was an attempt to improve on his work and verify his findings. In addition an attempt was made to determine if a relationship exists between or in responses of educators for the demographical background of the respondents. On replication, Borg and Gall (1983, p. 385) state that it "is an important strategy for determining the significance of results obtained in a particular study." Thus, the methodology utilized for this study was developed with Drips' work in mind.

This study determined the level of understanding and comprehension of the Iowa Professional Teaching Practices Commission as demonstrated by a representative sample of Iowa educators. The six questions related to the hypotheses and the number of the specific survey item(s) associated with each item are:

1. Do Iowa's educators know of the existence of the IPTPC?  
(Survey statements 1, 2, 13, and 16)
2. Do Iowa's educators believe in the concept of a service ideal? (Survey statement 4)
3. Do Iowa's educators know and understand the code of ethical conduct established by the IPTPC? (Survey statement 6)
4. Do Iowa's educators view themselves as professionals?  
(Survey statements 3, 7, 10, 11, and 12).
5. Do Iowa's educators know of and understand the established criteria of the IPTPC? (Survey statements 5, 14, and 15)
6. Do Iowa educators believe that they should police their own ranks, limit access to teaching, and remove teaching certificates from those found in violation of established professional standards? (Survey statements 8, 9, 17, 18, 19, 20, 21, 22, and 23)

In total, the survey instrument (Appendix A) includes twenty-four statements and six demographic questions on school district size, years of experience, educational level, and gender. The instrument was color coded to distinguish the ID category for teachers, elementary principals, secondary principals, superintendents, Department of Education personnel, and the deans of colleges of education for the teacher certification institutions in the State of Iowa. An attempt was made to follow Parten's (1950) suggestions on the length and appearance for questionnaires. The instrument included a three-point Likert response scale for each statement. Agreement was equal to a three (3), uncertain to a two (2), and disagreement to a one (1). Drips used an 11-point



response scale for each statement where strong agreement was equal to "11", indifference or no opinion was equal to "6", and strong disagreement was equal to "1". Since the 11-point scale used by Drips did not appear to provide a statistically clear picture, the response scale was reduced for this study to provide a greater degree of clarity.

The survey was developed by analyzing the specific questions which Drips posed, by reviewing current literature on professional self-governance and by consulting with the current members of the Iowa Professional Teaching Practices Commission. The IPTPC reviewed the survey instrument and provided input and criticisms on each item. Students in a Drake University graduate seminar under the leadership of Dr. Hilda Williams also reviewed the instrument on two separate occasions. The instrument was field tested by the faculty at Tri-Center Community High School in Neola, Iowa. Modifications were made to the instrument based upon suggestions and comments received from the IPTPC, the seminar class, and the Tri-Center faculty.

### Procedures

The procedures for this study replicated those used by Drips. A random sample population of 200 classroom teachers out of a total population of approximately 30,000 teachers in Iowa, 100 superintendents out of a total population of approximately 425 superintendents in Iowa, 100 elementary principals out of a total population of approximately 600, 100 secondary principals out of a total population of approximately 600, 50 of 102 certified Iowa Department of Education personnel, and all 28 deans of education at the 28 Iowa teacher certification institutions was generated through the Iowa Department of Education computer.

Survey instruments were administered to the sample population through the mail with return envelopes provided. The cover letter requesting this

information is included in Appendix B. One follow-up mailing which consisted of a letter containing a second request letter and a second copy of the survey instrument was used. The second cover letter is also included in Appendix B. Telephone requests were used where necessary to obtain sufficient sample size from all subgroups.

To determine whether or not significant differences existed between groups of respondents, the Chi-Square test was used. A significance level of 0.05 was set to reject the null hypotheses. The statistical hypotheses were tested with each group serving as an independent variable being compared with each instrument question serving as the dependent variable. Chi-Square was also used to analyze differences in the responses of the various demographic groups. To determine precisely where significant differences between the various groups occurred, a temporary Select-If command was used to compare each group with each of the other groups in that particular category. All Chi-Square statistics were generated by crosstabulation as utilized in SPSSX data analysis on the VAX computer at Drake University.

The significance level of 0.05 was adjusted in crosstabulation to allow for the number of cells in which outliers might occur. For example, in crosstabulations Item 1 to Item 24 by ID, eighteen cells were created in the 3 x 6 breakdown, so 0.05 was divided by 18 to determine the level of significance to be .0028 (Fuchs and Kenett, 1980).

## CHAPTER 4

## Findings

The purpose of this study was to research the knowledge and perceptions Iowa educators have and hold regarding the Iowa Professional Teaching Practices Commission. Responses to a survey instrument were used to produce an analysis of Iowa educators' understanding of and knowledge of professional self-governance and the issues surrounding professional self-governance. First, the responses were presented and analyzed according to the categories described in chapter three. A total of 473 of a possible 578 responses were obtained in this research endeavor. The range of the per cent of return was 73% to 97% for the ID categories for a 81.8% rate of return. Table 2 depicts responses by ID category and by total.

Table 2 Survey Responses by ID Category

ID Category	Surveys Sent	Surveys Returned	% Returned	Valid % of Sample
Teacher	200	146	73	30.9
Elem. Principal	100	82	82	17.3
Sec. Principal	100	97	97	20.5
Superintendent	100	87	87	18.4
Dept. of Education	50	37	74	7.8
College Dean	28	24	86	5.1
Total	578	473	81.8	100%

Second, the survey responses were analyzed by using the demographic information included in the survey to determine if there was a significant difference in the type of response based upon the size of the school district, the length in years of professional experience, the level of educational background, or the gender of the respondent (see Tables 28 through 30).

#### Knowledge of the IPTPC

Question 1. Do Iowa's educators know of the existence of the the Iowa Professional Teaching Practices Commission?

When directly asked if they had knowledge of the Iowa commission designed to rule professional teaching standards and practices (Item 1), 61% of the respondents expressed agreement while 23% were uncertain and 16% disagreed (Table 3). Analyzing this difference in knowledge of the IPTPC by pairs of ID groups, teachers were significantly different from elementary principals, secondary principals and superintendents; elementary principals were significantly different from superintendents. Fewer teachers than expected responded in the agree category when compared to the other groups. The elementary principals, when paired with the superintendents, tended to disagree or be more uncertain than superintendents in their knowledge of the IPTPC. Teachers and elementary principals were the only two groups in which fewer than 65% of the respondents expressed agreement.

No significant difference was found for the responses based on the size of the district. Significant difference was found for responses based upon years of experience. The 21-plus years category had significantly fewer responses in the disagree category and significantly more responses in the agree category

TABLE 3. Crosstabulation by ID Group for Survey Item 1

ITEM 1 : I have knowledge of the Iowa Commission designed to rule professional teaching standards and practices.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	42	12	9	5	5	4	
	23.8	13.4	15.7	14.1	6.1	3.9	
1 DISAGREE	29.0%	14.6%	9.4%	5.0%	13.5%	16.7%	77 16.4%
	18.2	-1.4	-6.7	-9.1	-1.1	.1	
	3.7	-.4	-1.7	-2.4	-.4	.0	
	4.9	-.5	-2.1	-2.9	-.5	.0	
	50	24	16	8	5	4	
2 UNCERTAIN	33.0	18.7	21.9	19.6	8.4	5.5	107 22.8%
	34.5%	29.3%	16.7%	9.3%	13.5%	16.7%	
	17.0	5.3	-5.9	-11.6	-3.4	-1.5	
	3.0	1.2	-1.3	-2.6	-1.2	-.6	
	4.0	1.5	-1.6	-3.3	-1.4	-.7	
3 AGREE	53	46	71	73	27	16	286 60.9%
	88.2	49.9	58.4	52.3	22.5	14.6	
	36.6%	56.1%	74.0%	84.9%	73.0%	66.7%	
	-35.2	-3.9	12.6	20.7	4.5	1.4	
	-3.8	-.6	1.6	2.9	.9	.4	
COLUMN TOTAL	-7.2	-1.0	2.9	5.1	1.6	.6	
	145	82	96	86	37	24	470
	30.9%	17.4%	20.4%	18.3%	7.9%	5.1%	100%
CHI-SQUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5							
69.83487 10 0.000 3.932 1 of 18							

Note. ADJ RES -Significant at 2.985 (Critical value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.050 level: 1-3 1-4 1-5 2-4

than the other groups while the 6-10 category also had significantly fewer responses than expected in the agree category. Educators with less than five years of experience differed significantly from the other three experience categories in their knowledge of the IPTPC. Additionally, the 6-10 year group responses were significantly different from the 21-plus group. For experience category 0-5, a significant number of responses appear in the disagree category and a significantly few for the agree category which simply means that they were less knowledgeable of the IPTPC than the more experienced teachers. Generally, then, educators with 21-plus years of experience appear to be more knowledgeable about the IPTPC than the educators with less than five years of experience.

The respondents' educational level shows significant differences for responses within the BA/BS category as they chose disagree and uncertain more frequently than expected. Since the BA/BS group responses are significantly different from each of the other degree categories, it appears the educators with BA/BS degrees do not feel as knowledgeable of the IPTPC as do the other education levels.

Male respondents recorded significantly more responses in the agree category (67%) than did female respondents (44%).

Nearly 60% of Iowa educators, when asked if they have read the established criteria of professional teaching standards and practices to which they are required to conform (Item 2), responded that they are unfamiliar with the IPTPC standards and practices (Table 4). The responses were 41% agree, 23% uncertain and 36% disagree. In looking at pairs of ID groups, teachers' responses are significantly different from secondary principals' as to whether they have read the established

TABLE 4. Crosstabulation by ID Group for Survey Item 2

ITEM 2: I have read the established criteria of professional teaching standards and practices to which I am required to conform.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	63	28	30	25	18	3	167
	52.0	28.8	34.2	31.0	13.2	7.8	35.6%
1 DISAGREE	43.2%	34.6%	31.3%	28.7%	48.6%	13.6%	
	11.0	-.8	-4.2	-6.0	4.8	-4.8	
	1.5	-.2	-.7	-1.1	1.3	-1.7	
	2.3	-.2	-1.0	-1.5	1.7	-2.2	
	37	26	15	16	10	5	109
2 UNCERTAIN	33.9	18.8	22.3	20.2	8.6	5.1	23.2%
	25.3%	32.1%	15.6%	18.4%	27.0%	22.7%	
	3.1	7.2	-7.3	-4.2	1.4	-.1	
	.5	1.7	-1.5	-.9	.5	.0	
	.7	2.1	-2.0	-1.2	.6	-.1	
3 AGREE	46	27	51	46	9	14	193
	60.1	33.3	39.5	35.8	15.2	9.1	41.2%
	31.5%	33.3%	53.1%	52.9%	24.3%	63.3%	
	-14.1	-6.3	11.5	10.2	-6.2	4.9	
	-1.8	-1.1	1.8	1.7	-1.6	1.6	
COLUMN TOTAL	-2.9	-1.6	2.7	2.5	-2.2	2.2	
	146	81	96	87	37	22	469
	31.1%	17.3%	20.5%	18.6%	7.9%	4.7%	100%
CHI-SQUARE	D.F.	SIGNIFICANCE		MIN E.F.	CELLS WITH E.F. < 5		
31.29373	10	.0005		5.113	NONE		

Note. ADJ RES- Significant at 2.985 (Critical value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.05 level: 1-3

teaching standards and practices. This difference appears to be due to the number of teachers who agree (31%) compared to the number of secondary principals who agree (53%) with the statement. Since teachers had significantly fewer responses in the agree category than did the other ID groups, it appears that familiarity with the IPTPC standards is related to educational position. There were no significant differences for the responses in the various categories for gender, size, experience, or educational level except for educators with doctoral degrees who had significantly more responses in agreement. This agreement may well be due to the number of respondents holding doctoral degrees in the Department of Education and superintendent categories, and these two categories would be expected to be most familiar with the IPTPC.

When asked if they had sufficient knowledge of the IPTPC (Item 13), 48% of the respondents disagreed, 34% were uncertain, and 18% agreed (Table 5). In pairing the ID groups, teachers were significantly different from both the superintendents and education college deans, and secondary principals differed from superintendents in their evaluation of their knowledge of the IPTPC. Within their own groups, 69% of teachers disagreed, which was significantly higher than expected, whereas only 8% of the teachers agreed, which was significantly fewer than expected. A significant number of superintendents (36%) agreed that they have sufficient knowledge of the IPTPC while at the same time a significant number (31%) disagreed. The differences for secondary principals and superintendents appears to be in the number of respondents who felt they had knowledge of the IPTPC as only 14% of the principals expressed agreement compared to the 36% for superintendents.



TABLE 5. Crosstabulation by ID Group for Survey Item 13

ITEM 13: I have sufficient knowledge of the IPTPC.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	91	38	44	27	18	8	
	69.6	39.3	46.5	41.7	17.8	11.0	
1	62.8%	46.3%	45.4%	31.0%	48.6%	34.8%	48.0%
DISAGREE	21.4	-1.3	-2.5	-14.7	.2	-3.0	
	2.6	-.2	-.4	-2.3	.1	-.9	
	4.3	-.3	-.6	-3.5	.1	-1.3	
2	42	32	39	29	12	8	162
	49.9	28.2	33.4	29.9	12.7	7.9	34.4%
	29.0%	39.0%	40.2%	33.3%	32.4%	34.8%	
UNCERTAIN	-7.9	3.8	5.6	-.9	-.7	.1	
	-1.1	.7	1.0	-.2	-.2	.0	
	-1.7	1.0	1.4	-.2	-.3	.0	
3	12	12	14	31	7	7	83
	25.6	14.5	17.1	15.3	6.5	4.1	17.6%
	8.3%	14.6%	14.4%	35.6%	18.9%	30.4%	
AGREE	-13.6	-2.5	-3.1	15.7	.5	2.9	
	-2.7	-.6	-.7	4.0	.2	1.5	
	-3.6	-.8	-.9	4.9	.2	1.7	
COLUMN TOTAL	145	82	97	87	37	23	471
	30.8%	17.4%	20.6%	18.5%	7.9%	4.9%	100%
CHI-SQUARE 41.96102	D.F. 10	SIGNIFICANCE 0.0000	MIN E.F. 4.053	CELLS WITH E.F. < 5 1 OF 18			

Note. ADJ RES- Significant at 2.985 (Critical value for .05 level of significance allocated over 18 cells)

Pairs Significantly different at the 0.05 level: 1-4 1-6 3-4

These differences are possibly due to the exposure superintendents experience in filing and pursuing complaints with the IPTPC.

Size of the respondents' school district was not significant for the responses recorded on the statement on whether they had sufficient knowledge of the IPTPC. Experience categories, however, did indicate significant differences. Educators with 21-plus years of experience had significantly fewer responses in the disagree category than did the other experience groups which seems to indicate they do not feel as much of a need for additional information of the IPTPC as do the other experience groups. Educational level was significant in the respondents' perceived level of knowledge of the IPTPC as educators with doctoral degrees recorded significantly more responses in agreement (26%) and significantly fewer in uncertain (23%) than were expected. These numbers are particularly significant when compared to BA/BS respondents where 61% felt they did not have sufficient knowledge of the IPTPC.

Males and females differed significantly in their responses to this item; 62% of the females marked disagree compared to 43% of the males.

A statement (Item 16) indicating that the respondent had received formal undergraduate instruction on the intent and purposes of the IPTPC led to a response of 81% disagree, 14% uncertain and 5% agree (Table 6). Although no two pairs of ID groups were significantly different in their responses, teachers demonstrated significantly more responses in the uncertain category (23%) and significantly fewer responses in the disagree category (72%) than were expected based upon total group response.

No significant differences were detected for responses based upon gender, size of school district, or years of experience. In educational level, however,

TABLE 6. Crosstabulation by ID Group for Survey Item 16

ITEM 16: I received formal undergraduate instruction on the intent and purposes of the Iowa Professional Teaching Practices Commission.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	105	70	79	77	32	16	
	117.7	66.1	77.4	70.2	29.8	17.7	
1	71.9%	85.4%	82.3%	88.5%	86.5%	72.7%	80.6%
DISAGREE	-12.7	3.9	1.6	6.8	2.2	-1.7	
	-1.2	.5	.2	.8	.4	-.4	
	-3.2	1.2	.5	2.1	.9	-1.9	
	33	6	14	6	5	2	66
	20.5	11.5	13.5	12.2	5.2	3.1	14.0%
2	22.6%	7.3%	14.6%	6.9%	13.5%	9.1%	
UNCERTAIN	12.5	-5.5	.5	-6.2	-.2	-1.1	
	2.8	-1.6	.1	-1.8	-.1	-.6	
	3.6	-1.9	.2	-2.1	-.1	-.7	
	8	6	3	4	0	4	25
	7.8	4.4	5.1	4.6	2.0	1.2	5.3%
3	5.5%	7.3%	3.1%	4.6%	.0%	18.2%	
AGREE	.2	1.6	-2.1	-.6	-2.0	2.8	
	.1	.8	-.9	-.3	-1.4	2.6	
	.1	.9	-1.1	-.3	-1.5	2.8	
COLUMN TOTAL	146	82	96	87	37	22	470
	31.1%	17.4%	20.4%	18.5%	7.9%	4.7%	100%
CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5			
26.85468	10	0.0027	1.170	5 of 18			

Note. ADJ RES- Significant at 2.985 (Critical Value for .05 level of significance allocated over 18 cells).

No two groups are significantly different at the 0.050 level

educators who held BA/BS degrees recorded significantly fewer responses in disagree and significantly more responses in agree, particularly when compared to educators with doctoral or MA/MS degrees. These differences might be partially accounted for in the statement's specific reference to undergraduate instruction thus giving the respondents with only one degree the capacity to be more decisive.

In responding to whether they were interested in learning more about the IPTPC (Item 24), 76% of the educators surveyed agreed, 12% were uncertain and 11% disagreed (Table 7). Within groups, the superintendents' responses were significantly different from all of the other ID groups; twenty-eight percent of the superintendents chose disagree compared to 11% of the total group. Between groups, the superintendents differed significantly from teachers, elementary principals and secondary principals in their interest in learning more about the IPTPC. Demographic breakdowns yielded no significant differences for the various categories. It appears that outside of the superintendents, most practicing educators feel a desire to learn more about the IPTPC.

#### Service Ideal

Question 2. Do Iowa's educators believe in the concept of a service ideal?

When asked to respond to the statement that educators place an emphasis on service rendered to others rather than upon economic gain (Item 4), 62% of the respondents agreed while 28% were uncertain and 10% disagreed (Table 8). In the analysis of pairs of ID groups, teachers significantly differed from secondary principals, superintendents and Department of Education personnel in their responses to the statement on services rendered to others. A significant number of teachers (78%) responded that they agreed with this statement whereas only 14% were uncertain. School size, years of experience and gender did not demonstrate

TABLE 7. Crosstabulation by ID Group for Survey Item 24

ITEM 24: I am interested in learning more about the Iowa Professional Teaching Practices Commission.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	9	5	7	24	6	2	
	16.3	9.3	11.0	9.6	4.2	2.5	
1 DISAGREE	6.3%	6.1%	7.2%	28.2%	16.2%	9.1%	53
	-7.3	-4.3	-4.0	14.4	1.8	-.5	11.3%
	-1.8	-1.4	-1.2	4.6	.9	-.3	
	-2.3	-1.7	-1.4	5.4	1.0	-.3	
2 UNCERTAIN	15	12	12	10	9	0	58
	17.9	10.2	12.0	10.6	4.6	2.7	12.4%
	10.4%	14.6%	12.4%	11.8%	24.3%	.0%	
	-2.9	1.8	.0	.6	4.4	-2.7	
	-.7	.6	.0	-.2	2.1	-1.7	
3 AGREE	-9	.7	.0	-.2	2.3	-1.8	
	120	65	78	51	22	20	356
	109.8	62.5	73.9	64.8	28.2	16.8	76.3%
	83.3%	79.3%	80.4%	60.0%	59.5%	90.9%	
	10.2	2.5	4.1	-13.8	-6.2	3.2	
COLUMN TOTAL	1.0	.3	.5	-1.7	-1.2	.8	
	2.4	.7	1.1	-3.9	-2.5	1.7	
TOTAL	144	82	97	85	37	22	467
	30.8%	17.6%	20.8%	18.2%	7.9%	4.7%	100%
CHI-SQUARE 42.95068	D.F. 10	SIGNIFICANCE 0.0000	MIN E.F. 2.497	CELLS WITH E.F. < 5 4 of 18			

Note. ADJ RES- Significant at 2.985 (Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.05 level: 1-4 2-4 3-4

TABLE 8. Crosstabulation by ID Group for Survey Item 4

ITEM 4: Educators place an emphasis of service rendered to others rather than upon economic gain.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	12	8	13	11	4	0	
	14.9	8.2	9.9	8.8	3.8	2.5	
1 DISAGREE	8.2%	10.0%	13.4%	12.8%	10.8%	.0%	48 10.2%
	-2.9	-.2	3.1	2.2	.2	-2.5	
	-.8	-.1	1.0	.7	.1	-1.6	
	-1.0	-.1	1.2	.9	.1	-1.7	
	20	22	35	32	14	8	131
	40.7	22.3	27.0	24.0	10.3	6.7	27.9%
2 UNCERTAIN	13.7%	27.5%	36.1%	37.2%	37.8%	33.3%	
	-20.7	-.3	8.0	8.0	3.7	1.3	
	-3.2	-.1	1.5	1.6	1.1	.5	
	-4.6	-.1	2.0	2.1	1.4	.6	
	114	50	49	43	19	16	291
	90.4	49.5	60.1	53.2	22.9	14.9	61.9%
3 AGREE	78.1%	62.5%	50.5%	50.0%	51.4%	66.7%	
	23.6	.5	-11.1	-10.2	-3.9	1.1	
	2.5	.1	-1.4	-1.4	-.8	.3	
	4.8	.1	-2.6	-2.5	-1.4	.5	
COLUMN TOTAL	146	80	97	86	37	24	470
	31.1%	17.0%	20.6%	18.3%	7.9%	5.1%	100%
CHI-SQUARE	D.F.	SIGNIFICANCE		MIN E.F.	CELLS WITH E.F. < 5		
32.62957	10	0.0003		2.451	2 of 18		

Note. ADJ RES- Significant at 2.985 (Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.005 level: 1-3 1-4 1-5

significant differences between or among the various categories. In the educational level category, however, educators with BA/BS degrees differed significantly from educators with MA/MS and educators with specialist degrees as the BA/BS group tended to be more agreeable with the idea that educators place an emphasis on service rendered than upon economic gain. The major finding from the statement on the service ideal, then, is that nearly two thirds of Iowa educators believe in the concept and teachers, particularly, adhere strongly to it.

#### Knowledge of the Code of Ethical Conduct

Question 3. Do Iowa's educators know and understand the code of ethical conduct established by the IPTPC?

When asked to indicate their understanding of the code of ethical conduct established by the IPTPC (Item 6), 30% of the respondents agreed, 35% were uncertain and 35% disagreed (Table 9). Teachers were significantly different from secondary principals and superintendents in their understanding of the code of ethical conduct. Only 13% of the teachers agreed that they understood the code compared to 47% of the superintendents and 42% of the secondary principals. Fifty per cent of the teachers stated that they did not understand the code. While there was no significant difference in responses for the various categories for size and experience, significant differences appeared in the responses broken down for gender and educational level. By gender, significantly more males (35%) responded that they understood the code of ethical conduct than did female respondents (17%). A significant number of educators with doctoral degrees (43%) agreed that they understood the code of ethical conduct while BA/BS degree respondents recorded significantly fewer responses in the same, agree, category (14%). These responses seem to

TABLE 9. Crosstabulation by ID Group for Survey Item 6

ITEM 6: I understand the established code of ethical conduct established by the IPTPC.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	67	32	27	19	12	7	
	50.7	28.7	33.6	30.4	12.2	8.4	
1 DISAGREE	46.2%	39.0%	28.1%	21.8%	34.3%	29.2%	164 35.0%
	16.3	3.3	-6.6	-11.4	-.2	-1.4	
	2.3	.6	-1.1	-2.1	-.1	-.5	
	3.4	.8	-1.6	-2.8	-.1	-.6	
2 UNCERTAIN	59	26	29	27	16	8	165 35.2%
	51.0	28.8	33.8	30.6	12.3	8.4	
	40.7%	31.7%	30.2%	31.0%	45.7%	33.3%	
	8.0	-2.8	-4.8	-3.6	3.7	-.4	
	1.1	-.5	-.8	-.7	1.1	-.2	
3 AGREE	1.7	-.7	-1.1	-.9	1.4	-.2	140 29.9%
	19	24	40	41	7	9	
	43.3	24.5	28.7	26.0	10.4	7.2	
	13.1%	29.3%	41.7%	47.1%	20.0%	37.5%	
	-24.3	-.5	11.3	15.0	-3.4	1.8	
COLUMN TOTAL	-3.7	-.1	2.1	2.9	-1.1	.7	469 100%
	-5.3	-.1	2.8	3.9	-1.3	.8	
	145	82	96	87	35	24	
	30.9%	17.5%	20.5%	18.6%	7.5%	5.1%	
CHI-SQUARE	D.F.	SIGNIFICANCE		MIN E.F.	CELLS WITH E.F. < 5		
43.62204	10	0.0000		7.164	NONE		

Note. ADJ RES- Significant at 2.985 (Critical Value for .05 level of significance allocated over 18 cells).

Pairs significantly different at the 0.05 level: 1-3 1-4



indicate that a relationship does exist between the educational level of educators and their knowledge of the professional code of ethical behavior.

### Educators as Professionals

Question 4. Do Iowa's educators view themselves as professionals?

Iowa educators appear to believe that they are members of a profession (Item 3). Eighty nine per cent of the respondents agreed, 7% were uncertain and 4% disagreed with the statement (Table 10). When matched with other ID groups, teachers, who had a 99% agreement with the statement that they are members of a profession, significantly differed from secondary principals, superintendents, Department of Education personnel and education college deans who showed less than 86% agreement. The elementary principals' group was the only one not significantly different from the teachers in their responses to the statement on educators as professionals. Within the group responses, teachers had a significantly large number of responses (99%) in the agree category while education college deans had a significantly small number of responses in the agree category (67%). A significant number of college deans (17%) responded that they disagreed that educators are members of a profession. It seems that the education college deans are less likely to believe that educators are professionals than are the other educational groups.

Size of the respondents' school district or years of experience did not significantly affect the responses. However, a significant number of females (98%) agreed that educators were professional while only 85% of the males felt the same. When the responses were broken down by educational level, the BA/BS category differed significantly from each of the other three experience categories. The BA/BS group tended to be more agreeable with the idea that educators were professionals. It would appear that the more degrees the

Table 10. Crosstabulation by ID Group for Survey Item 3

ITEM 3: Educators are members of a profession.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
1	1	2	6	6	1	4	20
DISAGREE	6.2	3.4	4.1	3.7	1.6	1.0	4.2%
	.7%	2.5%	6.2%	7.0%	2.7%	16.7%	
	-5.2	-1.4	1.9	2.3	-.6	3.0	
	-2.1	-.8	.9	1.2	-.5	3.0	
	-2.6	-.9	1.1	1.4	-.5	3.1	
2	1	7	8	7	5	4	32
UNCERTAIN	9.9	5.5	6.6	5.8	2.5	1.6	6.8%
	.7%	8.6%	8.2%	8.1%	13.5%	16.7%	
	-8.9	1.5	1.4	1.2	2.5	2.4	
	-2.8	.6	.5	.5	1.6	1.9	
	-3.5	.7	.6	.5	1.7	2.0	
3	144	72	83	73	31	16	419
AGREE	129.9	72.1	86.3	76.5	32.9	21.4	89.0%
	98.6%	88.9%	85.6%	84.9%	83.8%	66.7%	
	14.1	-.1	-3.3	-3.5	-1.9	-5.4	
	1.2	-.0	-.4	-.4	-.3	-1.2	
	4.5	.0	-1.2	-1.3	-1.0	-3.6	
COLUMN TOTAL	146	81	97	86	37	24	471
	31.0%	17.2%	20.6%	18.3%	7.9%	5.1%	100%
CHI-SQUARE	D.F.	SIGNIFICANCE		MIN E.F.	CELLS WITH E.F. < 5		
34.39222	10	0.0002		1.019	7 of 18		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.050 level: 1-3 1-4 1-5 1-6

respondent held the less likely the respondent would agree with the statement that educators are professionals.

Educator responses to the statement that the concept of professional self-governance is important (Item 7), resulted in 79% agree, 19% uncertain, and 2% disagree (Table 11). In between ID group comparisons, teachers and education college deans were the only two groups to be significantly different in their responses. Among the college deans, there was a significantly high number who chose disagree. Significantly more male respondents agreed (82%) that self-governance is important than did females (70%). A significant difference also existed for the responses of educators with doctoral degrees compared to the educators with BA/BS degrees. More of the respondents with doctoral degrees marked agree. No significant differences were found for the size of the educators' district or for the years of experience relative to the importance of self-governance.

At least one of the characteristics of a profession is the authority of the members to establish and administer standards of practice and ethics for the group (Item 10). Sixty-two per cent of the survey respondents agreed while 28% were uncertain and 10% disagreed with the statement (Table 12). Only teachers and education college deans were significantly different when their responses were paired. Teachers were more likely to agree with the statement (68%) than were the deans (38%). Within ID groups, the education college deans recorded a significantly high number of responses in the disagree category. None of the demographic groups demonstrated a significant difference in the recorded responses. With the exception of education college deans, then, nearly two thirds of the educators surveyed believe they should have the authority to establish and administer standards of practice and ethics

TABLE 11. Crosstabulation by ID Group for Survey Item 7

ITEM 7: The concept of professional self-governance is important.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	0	3	2	2	1	3	11
	3.4	1.9	2.3	2.0	.9	.6	2.3%
1	.0%	3.7%	2.1%	2.4%	2.7%	12.5%	
DISAGREE	-3.4	1.1	-.3	.0	.1	2.4	
	-1.9	.8	-.2	.0	.1	3.2	
	-2.3	.9	-.2	.0	.1	3.4	
2	34	14	14	14	9	4	89
UNCERTAIN	27.7	15.4	18.2	16.1	7.0	4.6	19.0%
	23.3%	17.3%	14.6%	16.5%	24.3%	16.7%	
	6.3	-1.4	-4.2	-2.1	2.0	-.6	
	1.2	-.3	-1.0	-.5	.7	-.3	
	1.6	-.4	-1.2	-.7	.9	-.3	
3	112	64	80	69	27	17	369
AGREE	114.9	63.7	75.5	66.9	29.1	18.9	78.7%
	76.7%	79.0%	83.3%	81.2%	73.0%	70.8%	
	-2.9	.3	4.5	2.1	-2.1	-1.9	
	-.3	.0	.5	.3	-.4	-.4	
	-.7	.1	1.2	.6	-.9	-1.0	
COLUMN TOTAL	146	81	96	85	37	24	469
	31.1%	17.3%	20.5%	18.1%	7.9%	5.1%	100%
CHI-SQUARE	D.F.	SIGNIFICANCE		MIN E.F.	CELLS WITH E.F. < 5		
18.84176	10	0.0423		0.563	7 of 18		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.05 level: 1-6

TABLE 12. Crosstabulation by ID Group for Survey Item 10

ITEM 10: Iowa educators should have the authority to establish and administer standards of professional practices and ethics for all educational personnel.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
1  DISAGREE	9	7	8	11	3	7	45
	13.8	7.8	9.2	8.3	3.5	2.3	9.5%
	6.2%	8.5%	8.2%	12.6%	8.1%	29.2%	
	-4.8	-.8	-1.2	2.7	-.5	4.7	
	-1.3	-.3	-.4	.9	-.3	3.1	
	-1.6	-.3	-.5	1.1	-.3	3.4	
2  UNCERTAIN	37	20	29	28	11	8	133
	40.9	23.1	27.3	24.5	10.4	6.8	28.2%
	25.5%	24.4%	29.9%	32.2%	29.7%	33.3%	
	-3.9	-3.1	1.7	3.5	.6	1.2	
	-.6	-.6	.3	.7	.2	.5	
3  AGREE	99	55	60	48	23	9	294
	90.3	51.1	60.4	54.2	23.0	14.9	62.3%
	68.3%	67.1%	61.9%	55.2%	62.2%	37.5%	
	8.7	3.9	-.4	-6.2	.0	-5.9	
	.9	.5	-.1	-.8	.0	-5.9	
	1.8	1.0	-.1	-1.5	.0	-2.6	
COLUMN TOTAL	145	82	97	87	37	24	472
	30.7%	17.4%	20.6%	18.4%	7.8%	5.1%	100%
CHI-SQUARE	D.F.	SIGNIFICANCE		MIN E.F.	CELLS WITH E.F. < 5		
18.45249	10	0.0478		2.288	2 of 18		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.05 level: 1-6

for their profession.

Iowa educators do not believe that they should have the authority to accredit teacher preparation institutions (Item 11). Only 41% of the respondents marked agree, 38% uncertain and 21% disagree (Table 13). When ID groups were paired, the teachers group, which recorded a 58% response in agreement with the concept, differed significantly from secondary principals, superintendents, Department of Education personnel and education college deans, all of whom recorded less than 40% agreement. Elementary principals' responses significantly differed from superintendents' responses where 40% of the superintendents disagreed while only 12% of the elementary principals disagreed that educators should have the authority to accredit teacher preparation institutions. Superintendents and education college deans recorded a significantly high number of responses in the disagree category. Teachers (58%) are the only group to record more than 45% of the responses in the agree category. It appears that this concept of professionalism held by teachers differs significantly from the concept held by the other ID groups.

In considering the responses by years of experience and size of district, no significant differences were detected. However, in educational background, educators with doctoral degrees showed a significant disagreement with the idea of educators accrediting teacher preparation institutions, while educators with BA/BS degrees recorded a significant 60% agreement with the concept. Only 26% of the educators with doctoral degrees felt that educators should have the authority to accredit teacher preparation institutions. A significant difference existed in the responses by gender. Only 37% of males agreed with the statement compared to 51% of females. The responses, then, seem to indicate

TABLE 13. Crosstabulation by ID Group for Survey Item 11

ITEM 11: Iowa educators should have the authority to accredit teacher preparation institutions.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	7	10	24	35	10	11	
	29.9	16.8	19.9	17.8	7.6	4.9	
1 DISAGREE	4.8%	12.2%	24.7%	40.2%	27.0%	45.8%	20.5%
	-22.9	-6.8	4.1	17.2	2.4	6.1	
	-4.2	-1.7	.9	4.1	.9	2.7	
	-5.7	-2.1	1.2	5.0	1.0	3.2	
2 UNCERTAIN	55	35	39	31	13	8	181
	55.9	31.4	37.1	33.3	14.2	9.2	38.3%
	37.7%	42.7%	40.2%	35.6%	35.1%	33.3%	
	-.9	3.6	1.9	-2.3	-1.2	-1.2	
	-.1	.6	.3	-.4	-.3	-.4	
3 AGREE	84	37	34	21	14	5	195
	60.2	33.8	40.0	35.9	15.3	9.9	41.2%
	57.5%	45.1%	35.1%	24.1%	37.8%	20.8%	
	23.8	3.2	-6.0	-14.9	-1.3	-4.9	
	3.1	.5	-.9	-2.5	-.3	-1.6	
COLUMN TOTAL	4.8	.8	-1.4	-3.6	-.4	-2.1	
	146	82	97	87	37	24	473
	30.9%	17.3%	20.5%	18.4%	7.8%	5.1%	100.0%
CHI-SQUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5							
66.19939 10 0.0000 4.922 1 of 18							

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.050 level: 1-3 1-4 1-5 1-6 2-4

a lack of support for the idea of educators accrediting teacher preparation institutions.

The statement that Iowa educators should have the authority to govern in-service and continuing education for educators (Item 12), produced a total group response of 70% agreement, a 21% uncertain and 9% disagreement (Table 14). ID pairs significantly different were teachers and superintendents, teachers and Department of Education personnel, teachers and education college deans, and secondary principals and superintendents. Eighty-seven per cent of the teachers agreed that educators should govern in-service and continuing education, while the other ID groups were less in agreement (all below 55% agreement). A significantly large number of secondary principals (73%) also agreed that educators should govern their own in-service and continuing education. The Superintendents' response is interesting because even though a majority of superintendents (51%) agree that educators should have the authority to govern their in-service and continuing education, a significantly high number of superintendents disagree.

There were no significant differences by gender group, size of district group, or years of experience group on the question of educators governing their own in-service and continuing education. In the category of educational background, however, educators with doctoral degrees showed a significantly low number of responses in agree and a significantly high number of responses in the disagree category. BA/BS degree respondents showed a significantly large number of responses in the agree category (85%). It appears that educators with doctoral degrees are less inclined to have educators control continuing education than are educators with BA/BS degrees, but overall, they feel positive about educators governing their own in-service



TABLE 14. Crosstabulation by ID Group for Survey Item 12

ITEM 12: Iowa educators should have the authority to govern in-service and continuing education for educators.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	3	5	7	19	4	6	
	13.6	7.6	9.0	8.1	3.4	2.2	
	2.1%	6.2%	7.2%	21.8%	10.8%	25.0%	
1 DISAGREE	-10.6	-2.6	-2.0	10.9	.6	3.8	44 9.3%
	-2.9	-.9	-.7	3.8	.3	2.5	
	-3.6	-1.1	-.8	4.4	.3	2.7	
	16	17	19	24	17	5	
	30.3	16.8	20.1	18.1	7.7	5.0	
2 UNCERTAIN	11.0%	21.0%	19.6%	27.6%	45.9%	20.8%	98 20.8%
	-14.3	.2	-1.1	5.9	9.3	.0	
	-2.6	.0	-.3	1.4	3.4	.0	
	-3.5	.1	-.3	1.7	3.9	.0	
	127	59	71	44	16	13	
3 AGREE	102.1	56.6	67.8	60.8	25.9	16.8	330 69.9%
	87.0%	72.8%	73.2%	50.6%	43.2%	54.2%	
	24.9	2.4	3.2	-16.8	-9.9	-3.8	
	2.5	.3	.4	-2.2	-1.9	-.9	
	5.4	.6	.8	-4.4	-3.7	-1.7	
COLUMN TOTAL	146	81	97	87	37	24	472
	30.9%	17.2%	20.6%	18.4%	7.8%	5.1%	100.0%
CHI-SQUARE 66.31534	D.F. 10	SIGNIFICANCE 0.0000		MIN E.F. 2.237	CELLS WITH E.F. < 5 3 of 18		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.050 level: 1-4 1-5 1-6 3-4

and continuing education.

### Knowledge of IPTPC Criteria

Question 5. Do Iowa's educators know and understand the established criteria of the IPTPC?

In an attempt to discover if Iowa educators know and understand the established criteria of the IPTPC, they were asked to respond to three specific statements. First, (Item 5) educators were asked if they had read the IPTPC established code of ethical conduct. Thirty-two per cent of the respondents had read the code of ethical conduct, 19% were uncertain and 49% disagreed (Table 15). In other words, less than one-third of the respondents indicated that they knew they had read the code of ethics. Within individual ID groups, teachers recorded a significant number of responses (65%) in the disagree category and a low number of responses (15%) in the agree category. In other ID categories, superintendents and college deans both recorded a significantly high number of responses in agreeing that they had read the code of ethics. Pairs of ID groups which showed significantly different responses were teachers and secondary principals, teachers and superintendents, teachers and education college deans, superintendents and Department of Education personnel, and Department of Education personnel and education college deans. Teachers (63%) and Department of Education personnel (65%) were the only two groups in which more than 50% of the responses were recorded in disagree.

Each of the demographic breakdowns produced some significant differences. The 21-plus experience group (42% agree) recorded significantly more agreement with the statement that they had read the code of ethics than did the 6-10 group (7% agree). The 1,500-plus school size group responses

TABLE 15. Crosstabulation by ID Group for Survey Item 5

ITEM 5: I have read the established code of ethical conduct established by the Iowa Professional Teaching Practices Commission (IPTPC).

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	92	38	37	31	24	5	227
	70.3	39.8	46.1	42.2	17.9	10.7	48.5%
	63.4%	46.3%	38.9%	35.6%	64.9%	22.7%	
1 DISAGREE	21.7	-1.8	-9.1	-11.2	6.1	-5.7	
	2.6	-.3	-1.3	-1.7	1.4	-1.7	
	4.3	-.4	-2.1	-2.7	2.1	-2.5	
<hr/>							
	32	19	16	13	7	3	90
	27.9	15.8	18.3	16.7	7.1	4.2	19.2%
	22.1%	23.2%	16.8%	14.9%	18.9%	13.6%	
2 UNCERTAIN	4.1	3.2	-2.3	-3.7	-.1	-1.2	
	.8	.8	-.5	-.9	.0	-.6	
	1.0	1.0	-.7	-1.1	-.1	-.7	
<hr/>							
	21	25	42	43	6	14	151
	46.8	26.5	30.7	28.1	11.9	7.1	32.3%
	14.55%	30.5%	44.2%	49.4%	16.2%	63.6%	
3 AGREE	25.8	-1.5	11.3	14.9	-5.9	6.9	
	-3.8	-.3	2.0	2.8	-1.7	2.6	
	-5.5	-.4	2.8	3.8	-2.2	3.2	
<hr/>							
COLUMN TOTAL	145	82	95	87	37	22	468
	31.0%	17.5%	20.3%	18.6%	7.9%	4.7%	100%
<hr/>							
CHI-SQUARE	D.F.	SIGNIFICANCE		MIN E.F.	CELLS WITH E.F. < 5		
55.41128	10	0.0000		4.231	1 of 18		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.050 level: 1-3 1-4 1-6 4-5 5-6

(24% agree and 67% disagree) were significantly different from the 601-1,000 group (44% agree and 40% disagree). In the breakdown of educational levels, educators with doctoral and MA/MS degrees recorded significantly more responses in the agree category than did the BA/BS degree group. There was a significant difference in the response distribution for gender as 61% of the females marked disagree compared to 45% of the males. These data suggest that Iowa educators are essentially unfamiliar with the code of ethical conduct established by the IPTPC.

Second, when asked to respond to a statement regarding whether they had received formal undergraduate instruction on professional ethical behavior (Item 14), 35% of the educators agreed, 15% were uncertain and 50% disagreed (Table 16). No two ID groups were significantly different in their responses to this item. Within groups, only education college deans had a significant difference in their responses as they demonstrated more agreement (65%) with the statement than did the other groups. Breaking down the responses by the demographic groups of school district size, years of experience, educational background and gender yielded no significant differences. It seems that teacher preparation institutions are not formalizing instruction on professional ethical behavior.

Third, when asked if they had received formal undergraduate instruction on teaching standards and practices (Item 15), 43% of the respondents marked agree, 17% uncertain and 39% disagree (Table 17). In matching the responses of ID groups, teachers differed significantly from elementary principals, secondary principals and superintendents. When broken down by experience categories, the 0-5 category recorded significantly more agreement that they had received

TABLE 16. Crosstabulation by ID Group for Survey Item 14

ITEM 14: I have received formal undergraduate instruction on professional ethical behavior.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	65	46	56	49	16	6	
	73.9	41.0	48.6	44.1	18.7	11.6	
1 DISAGREE	44.5%	56.8%	58.3%	56.3%	43.2%	26.1%	238 50.6%
	-8.9	5.0	7.4	4.9	-2.7	-5.6	
	-1.0	.8	1.1	.7	-.6	-1.7	
	-1.8	1.2	1.7	1.2	-.9	-2.4	
	24	12	17	9	5	2	69
	21.4	11.9	14.1	12.8	5.4	3.4	14.7%
2 UNCERTAIN	16.45%	14.85%	17.7%	10.3%	13.5%	8.7%	
	2.6	.1	2.9	-3.8	-.4	-1.4	
	.6	.0	.8	-1.1	-.2	-.7	
	.7	.0	.9	-1.3	-.2	-.8	
	57	23	23	29	16	15	163
	50.6	28.1	33.3	30.2	12.8	8.0	34.7%
3 AGREE	39.0%	28.4%	24.0%	33.3%	43.2%	65.2%	
	6.4	-5.1	-10.3	-1.2	3.2	7.0	
	.9	-1.0	-1.8	-.2	.9	2.5	
	1.3	-1.3	-2.5	-.3	1.1	3.2	
COLUMN TOTAL	146 31.1%	81 17.2%	96 20.4%	87 18.5%	37 7.9%	23 4.9%	470 100%
CHI-SQUARE 21.03419	D.F. 10	SIGNIFICANCE 0.0209		MIN E.F. 3.377	CELLS WITH E.F. < 5 1 of 18		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

No two pairs are significantly different at the 0.050 level

TABLE 17. Crosstabulation by ID Group for Survey Item 15

ITEM 15: I received formal undergraduate instruction on teaching standards and practices.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	31	41	48	49	12	4	185
	57.3	31.8	38.1	34.2	14.5	9.0	39.3%
1 DISAGREE	21.2%	50.6%	49.5%	56.3%	32.4%	17.4%	
	-26.3	9.2	9.9	14.8	-2.5	-5.0	
	-3.5	1.6	1.6	2.5	-.7	-1.7	
	-5.4	2.3	2.3	3.6	-.9	-2.2	
	30	10	15	12	10	5	82
	25.4	14.1	16.9	15.1	6.4	4.0	17.4%
2 UNCERTAIN	20.5%	12.3%	15.5%	13.8%	27.0%	21.7%	
	4.6	-4.1	-1.9	-3.1	3.6	1.0	
	.9	-1.1	-.5	-.8	1.4	.5	
	1.2	-1.3	-.6	-1.0	1.6	.6	
	85	30	34	26	15	14	204
	63.2	35.1	42.0	37.7	16.0	10.0	43.3%
3 AGREE	58.2%	37.0%	35.1%	29.9%	40.5%	60.9%	
	21.8	-5.1	-8.0	-11.7	-1.0	4.0	
	2.7	-.9	-1.2	-1.9	-.3	1.3	
	4.4	4.3	-1.8	-2.8	-.4	1.7	
COLUMN TOTAL	146	81	97	87	37	23	471
	31.0%	17.2%	20.6%	18.5%	7.9%	4.9%	100%
CHI-SQUARE 47.18509	D.F. 10	SIGNIFICANCE 0.0000	MIN E.F. 4.004	CELLS WITH E.F. < 5 1 of 18			

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.050 level: 1-2 1-3 1-4

undergraduate instruction than both the 16-20 and 21-plus categories. These differences are not too surprising since these issues are relatively recent in Iowa, and educators with more than 15 years of experience probably did not receive much undergraduate instruction in this area.

Comparing responses by size of district groups showed no significant differences. In educational background, both specialist (29% agree) and MA/MS degree (40% agree) categories differed significantly from the BA/BS degree group as the latter recorded a 58% agreement. In the gender category, females (62%) differed significantly from the males (35%) in the agree category. Apparently, educators are not receiving much undergraduate instruction on teaching standards and practices.

#### Professional Self-Governance

Question 6. Do Iowa educators believe that they should police their own ranks, limit access to teaching, and remove teaching certificates from those found in violation of established professional standards? Eight survey items were directly linked to providing information on this issue.

When asked if educators should have legal authority over the issuance of licenses for educational personnel (Item 8), 53% of the respondents agreed, 33% were uncertain and 14% disagreed (Table 18). Although more than one half of the respondents felt that educators should have the authority, 47% marked either uncertain or disagree. Within ID groups, teachers recorded significantly fewer responses in disagree than did the other groups, while superintendents recorded significantly more in the same category. In other words, teachers were more inclined to believe that educators should control the issuance of licenses than were superintendents.

TABLE 18. Crosstabulation by ID Group for Survey Item 8

ITEM 8: Educators should have legal authority over the issuance of licenses for educational personnel.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	9	7	10	24	6	8	
	19.9	11.2	13.1	11.6	4.9	3.3	
1	6.2%	8.5%	10.4%	28.2%	16.7%	33.3%	45
DISAGREE	-10.9	-4.2	-3.1	12.4	1.1	4.7	13.6%
	-2.4	-1.3	-.9	3.6	.5	2.6	
	-3.2	-1.5	-1.0	4.3	.5	2.9	
	53	26	31	26	14	7	157
	48.9	27.4	32.1	28.5	12.1	8.0	33.5%
2	36.3%	31.7%	32.3%	30.6%	38.9%	29.2%	
UNCERTAIN	4.1	-1.4	-1.1	-2.5	1.9	-1.0	
	.6	-.3	-.2	-.5	.6	-.4	
	.9	-.4	-.3	-.6	.7	-.5	
	84	49	55	35	16	9	248
	77.2	43.4	50.8	44.9	19.0	12.7	52.9%
3	57.5%	59.8%	57.3%	41.2%	44.4%	37.5%	
AGREE	6.8	5.6	4.2	-9.9	-3.0	-3.7	
	.8	.9	.6	-1.5	-.7	-1.0	
	1.4	1.4	1.0	-2.4	-1.1	1.5	
COLUMN TOTAL	146	82	96	85	36	24	469
	31.1%	17.5%	20.5%	18.1%	7.7%	5.1%	100%
CHI-SQUARE	D.F.	SIGNIFICANCE		MIN E.F.	CELLS WITH E.F. < 5		
35.17615	10	0.0001		3.275	2 of 18		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.050 level: 1-4 1-6 2-4



In pairing two ID groups at a time, teacher responses were significantly different from the responses recorded by superintendents and education college deans as teachers were more in agreement that educators should control the issuance of licenses. Elementary principals also differed from superintendents as they, too, recorded more agreement with the statement. Educational level was the only demographic group in which significant differences were recorded in the responses. Educators with doctoral degrees disagreed (31%) more frequently with the idea of educators controlling the issuance of licenses when compared to MA/MS (12%) and BA/BS (4%) degree groups. Educators with specialist degrees also recorded significantly more disagreement (18%) with the concept than did the BA/BS group (4%).

Responding to a statement on whether educators should have authority to suspend and reinstate the licenses of educational personnel (Item 9), 54% of the educators marked agree, 33% uncertain and 13% disagree (Table 19). Within ID groups, teachers recorded a significant number of responses in the uncertain category. This response may be at least partially accounted for by the question of who is to decide the suspension or reinstatement (several teachers added comments to the survey instrument like "who will decide"). A significant number of elementary principals (69%) responded that they agreed with the statement, while a significant number of superintendents disagreed (25%). Pairs of ID groups which differed significantly were teachers and elementary principals and secondary principals and superintendents. These differences might be explained by recognizing that elementary principals (69% agree) and secondary principals (62% agree) were the only two categories to exceed 60% agreement. No significant differences were detected when the responses were broken down by demographic considerations.



When responding to a statement on whether an educator who commits unethical and/or unprofessional acts should face suspension or revocation of the professional license (Item 17), 82% of the respondents agreed, 16% were uncertain and 2% disagreed (Table 20). In analyzing the data within ID groups, teachers recorded significantly fewer responses in agree (71%) and significantly more responses in uncertain (24%) than was expected.

Department of Education personnel recorded a significant and highly unusual 100% response in agreeing that educators who commit unethical acts should face suspension or revocation of their teaching license. When matching the responses for the various ID groups, the relatively low teacher agreement response was significantly different from the Department of Education agree response as teachers were less in agreement with the statement. The only demographic category in which a significant difference was detected was educational background where 95% of the educators with doctoral degrees recorded agreement with the statement while only 70% of the BA/BS group agreed. Educators appear to agree with the IPTPC position that unethical and unprofessional acts might be cause for suspension or revocation of the teaching license.

Should an educator who is convicted of a felony face suspension or revocation of the professional license (Item 18)? Of the educators surveyed, 71% agreed, 25% were uncertain, and 4% disagreed with the statement (Table 21). Within ID groups, only teachers recorded any significantly different responses. They did so by totalling a 9% response in the disagree category. No ID groups were significantly different when paired with each of the other groups. Additionally, there were no significant differences recorded when the demographic groups were broken down by their various categories. Respondents appear quite agreeable that educators convicted

TABLE 20. Crosstabulation by ID Group for Survey Item 17

ITEM 17: An educator who commits unethical and/or unprofessional acts should face suspension or revocation of the professional license.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	7	1	1	1	0	0	
	3.1	1.7	2.1	1.8	.8	.5	
1 DISAGREE	4.8%	1.2%	1.0%	1.1%	.0%	.0%	2.1%
	3.9	-.7	-1.1	-.8	-.8	-.5	
	2.2	-.6	-.7	-.6	-.9	-.7	
	2.7	-.6	-.8	-.7	-.9	-.7	
	35	11	16	11	0	3	76
	23.4	13.2	15.7	14.0	6.0	3.7	16.1%
2 UNCERTAIN	24.1%	13.4%	16.5%	12.6%	.0%	13.0%	
	11.6	-2.2	.3	-3.0	-6.0	-.7	
	2.4	-.6	.1	-.8	-2.4	-.4	
	3.1	-.7	.1	-1.0	-2.8	-.4	
	103	70	80	75	37	20	385
	118.5	67.0	79.3	71.1	30.2	18.8	81.7%
3 AGREE	71.0%	85.4%	82.5%	86.2%	100.0%	87.0%	
	-15.5	3.0	.7	3.9	6.8	1.2	
	-1.4	.4	.1	.5	1.2	.3	
	-4.0	.9	.2	1.2	3.0	.7	
COLUMN TOTAL	145	82	97	87	37	23	471
	30.8%	17.4%	20.6%	18.5%	7.9%	4.9%	100%
CHI-SQUARE	D.F.	SIGNIFICANCE		MIN E.F.	CELLS WITH E.F. < 5		
24.38970	10	0.0066		0.488	7 of 18		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.050 level: 1-5

TABLE 21. Crosstabulation by ID Group for Survey Item 18

ITEM 18: An educator who is convicted of a felony should face suspension or revocation of the professional license.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	13	0	5	1	1	0	
	6.2	3.4	4.1	3.7	1.6	1.0	
1 DISAGREE	9.0%	.0%	5.2%	1.1%	2.7%	.0%	4.3%
	6.8	-3.4	.9	-2.7	-.6	-1.0	
	2.7	-1.9	.4	-1.4	-.5	-1.0	
	3.4	-2.1	.5	-1.6	-.5	-1.0	
	34	19	25	19	12	6	115
	35.5	19.8	23.7	21.3	9.1	5.6	24.5%
2 UNCERTAIN	23.4%	23.5%	25.8%	21.8%	32.4%	26.1%	
	-1.5	-.8	1.3	-2.3	2.9	.4	
	-.2	-.2	.3	-.5	1.0	.2	
	-.3	-.2	.3	-.6	1.2	.2	
	98	62	67	67	24	17	335
	103.4	57.7	69.1	62.0	26.4	16.4	71.3%
3 AGREE	67.6%	76.5%	69.1%	77.0%	64.9%	73.9%	
	-5.4	4.3	-2.1	5.0	-2.4	.6	
	-.5	.6	-.3	.6	-.5	.1	
	-1.2	1.2	-.5	1.3	-.9	.3	
COLUMN TOTAL	145	81	97	87	37	23	470
	30.9%	17.2%	20.6%	18.5%	7.9%	4.9%	100%
CHI-SQUARE 17.03987	D.F. 10	SIGNIFICANCE 0.0735	MIN E.F. 0.979	CELLS WITH E.F. < 5 5 of 18			

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

No two pairs are significantly different at the 0.050 level.

of a felony should face sanction.

Item 19 stated that instructional or administrative incompetence by an educator should be considered grounds for suspension or revocation of the professional license and 74% of the survey respondents agreed, 22% were uncertain and 4% disagreed (Table 22). The survey responses were consistent and not statistically different when viewed within or between groups. Additionally, the demographic breakdowns yielded no significant differences. Respondents, then, consistently hold that incompetence by an educator should be grounds for suspension or revocation of the professional license.

When asked to respond to the statement that sexual acts with a child or student by an educator should be considered as grounds for suspension or revocation of the professional license (Item 20), 97.7% of the educators surveyed agreed, 1.5% were uncertain, and .8% disagreed (Table 23). The responses yielded no significant differences when broken down within groups, between groups or by demographic categories. These responses are in line with the standards and rulings of the IPTPC.

Should an educator's non-performance of a professional contract, a unilateral decision to leave a contract without school board release, be considered as grounds for suspension or revocation of the professional license (Item 21)? When responding to this statement, 56% of the educators surveyed agreed, 30% were uncertain and 14% disagreed (Table 24). The within group response analysis revealed that teachers recorded significantly fewer responses in agree (35%) and at the same time significantly more responses in uncertain (43%) and disagree (21%) than did the other ID groups. Superintendents were significantly more in agreement

TABLE 22. Crosstabulation by ID Group for Survey Item 19

ITEM 19: Instructional or administrative incompetence by an educator should be considered grounds for suspension or revocation of the professional license.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER 1	ELEM PRIN 2	SEC PRIN 3	SUPERIN- TENDENT 4	DEPT ED 5	COLLEGE DEANS 6	
1 DISAGREE	7 6.5 4.8% .5 .2 .3	4 3.7 4.9% .3 .2 .2	9 4.3 9.3% 4.7 2.2 2.6	1 3.8 1.2% -2.8 -1.5 -1.6	0 1.7 .0% -1.7 -1.3 -1.4	0 1.0 .0% -1.0 -1.0 -1.1	21 4.5%
2 UNCERTAIN	38 31.8 26.2% 6.2 1.1 1.5	12 18.0 14.6% -6.0 -1.4 -1.8	17 21.3 17.5% -4.3 -.9 -1.2	21 18.8 24.4% 2.2 .5 .6	11 8.1 29.7% 2.9 1.0 1.2	4 5.0 17.4% -1.0 -.5 -.5	103 21.9%
3 AGREE	100 106.7 69.0% -6.7 -.7 -1.5	66 60.4 80.5% 5.6 .7 1.6	71 71.4 73.2% -.4 .0 -.1	64 63.3 74.4% .7 .1 .2	26 27.2 70.3% -1.2 -.2 -.5	19 16.9 82.6% 2.1 .5 1.0	346 83.6%
COLUMN TOTAL	145 30.9%	82 17.4%	97 20.6%	86 18.3%	37 7.9%	23 4.9%	470 100%
CHI-SQUARE 16.69732	D.F. 10	SIGNIFICANCE 0.0813		MIN E.F. 1.028	CELLS WITH E.F. < 5 5 of 18		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

No two groups are significantly different at the 0.050 level.

TABLE 23. Crosstabulation by ID Group for Survey Item 20

ITEM 20: Sexual acts with a child or student by an educator should be considered as grounds for suspension or revocation of the professional license.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
1 DISAGREE	2 1.2 1.4% .8 .7 .8	1 .7 1.2% .3 .4 .4	1 .8 1.0% .2 .2 .2	0 .7 .0% .7 .9 -1.0	0 .3 .0% .3 .6 .6	0 .2 .0% .2 .4 -5	4 .8%
2 UNCERTAIN	2 2.2 1.4% -.2 -.1 -.1	1 1.2 1.2% -.2 -.2 -.2	0 1.4 .0% -1.4 -1.2 -1.4	2 1.3 2.3% .7 .6 .7	1 .5 2.7% .5 .6 .6	1 .3 4.3% .7 1.1 1.2	7 1.5%
3 AGREE	141 141.6 97.2% -.6 -.1 -.4	80 80.1 97.6% -.1 .0 -.1	96 94.7 99.0% 1.3 .1 1.0	85 85.0 97.7% .0 .0 .0	36 36.1 97.3% -.1 .0 -.2	22 22.5 95.7% -.5 -.1 -.7	460 97.7%
COLUMN TOTAL	145 30.8%	82 17.4%	97 20.6%	87 18.5%	37 7.9%	23 4.9%	471 100%
CHI-SQUARE 5.44219	D.F. 10	SIGNIFICANCE 0.8598		MIN E.F. 0.195	CELLS WITH E.F. < 5 12 of 18		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

No two groups are significantly different at the 0.050 level.



TABLE 24. Crosstabulation by ID Group for Survey Item 21

ITEM 21: An educator's non-performance of a professional contract, a unilateral decision to leave a contract without school board release, should be considered as grounds for suspension or revocation of the professional license.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
1 DISAGREE	31 19.7 21.5% 11.3 2.6 3.3	10 11.2 12.2% -1.2 -.4 -.4	12 13.2 12.4% -1.2 -.3 -.4	2 11.9 2.3% -9.9 -2.9 -3.4	7 4.9 19.4% 2.1 .9 1.1	2 3.1 8.7% -1.1 -.6 -.7	64 13.6%
2 UNCERTAIN	62 43.3 43.1% 18.7 2.8 4.1	22 24.7 26.8% -2.7 -.5 -.7	23 29.2 23.7% -6.2 -1.1 -1.5	16 26.2 18.4% -10.2 -2.0 -2.6	12 10.8 33.3% 1.2 .4 .4	6 6.9 26.1% -.9 -.3 -.4	141 30.1%
3 AGREE	51 81.1 35.4% -30.1 -3.3 -6.1	50 46.2 61.0% 3.8 .6 .9	62 54.6 63.9% 7.4 1.0 1.7	69 49.0 79.3% 20.0 2.9 4.8	17 20.3 47.2% -3.3 -.7 -1.1	15 12.9 65.2% 2.1 .6 .9	264 56.3%
COLUMN TOTAL	144 30.7%	82 17.5%	97 20.7%	87 18.6%	36 7.7%	23 4.9%	469 100%
CHI-SQUARE 51.68067	D.F. 10	SIGNIFICANCE 0.0000		MIN E.F. 3.139	CELLS WITH E.F. < 5 2 of 18		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.050 level: 1-2 1-3 1-4 4-5

(79%) as well as significantly less in disagreement (2%) than expected in their responses to the statement on unilaterally breaking a contract. These responses might be explained by the fact that teachers are the group most likely to want to leave a contract while superintendents are the group most likely charged with enforcing the completion of professional contracts.

When ID groups were paired, significant differences in responses occurred between teachers and elementary principals, teachers and secondary principals, and teachers and superintendents. Additionally, superintendents and Department of Education personnel differed significantly. Only 48% of Department of Education personnel agreed that unilateral decisions to break contracts should be cause for sanction compared to 79% of the superintendents.

Each of the demographic categories exhibited significant differences in responses recorded on the contract issue. In the experience category, the 21-plus years group recorded a 69% agreement with the statement, while only 40% of the 6-10 group felt the same way. In the size of school category, the 1501-plus group's responses were significantly less in agreement (47%) to the statement than were the responses in the 601-1,000 group (65%).

In educational background, the BA/BS group responses differed significantly from each of the other three groups as only 36% of the group agreed with the statement compared to 65% of the educators with doctoral degrees, 71% of the specialist and 57% of the MA/MS group. In other words, the more degrees held by the respondents, the more likely they were to agree with the statement that to unilaterally break a contract could be cause for suspension. Significant differences also existed in the breakdown by gender. Sixty-four per cent of males agreed with the statement compared to 34% of the females.

When asked to respond to a statement concerning whether professional ethics required educators to honor a contract without regard to the reasons for requesting release from the contract (Item 22), 26% of the respondents agreed, 41% were uncertain and 33% disagreed (Table 25). Teachers, who recorded a significantly small number of responses in the agree category, and superintendents, who recorded a significantly large number of responses in the same category, were on opposite ends of the spectrum on the issue of honoring professional contracts. Again, these results are not surprising in that teachers would be the ID group most likely to seek a release from a professional contract while superintendents are normally officials who represent the school district's position on the request for release from contracts. In matching the educators' responses by ID group, teachers, who recorded more agreement with the statement, differed significantly from secondary principals and superintendents.

In breaking down the responses by demographic groups, only gender and educational background yielded significant differences. In the gender breakdown, 31% of males agreed compared to 17% of the females. In educational background, the 11% agreement of the BA/BS degree group that educators should honor contracts without regard for the reasons given for breaking the contract, differed significantly from the MA/MS group (30% in agree). Generally, then, the results indicate that most educators do not believe that a professional contract must always be honored.

When asked if the IPTPC should be the governing body to consider complaints brought against educators (Item 23), 51% of the respondents agreed, 44% were uncertain and 5% disagreed (Table 26). Within ID groups, only teachers were significantly different in their responses. Only 40% of the teachers marked

TABLE 25. Crosstabulation by ID Group for Survey Item 22

ITEM 22: Professional ethics require that a contract be honored, when required by either the educator or the school district, without regard to the reasons for request for release from the contract.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
1	56	28	29	19	13	8	153
DISAGREE	47.0	26.8	31.6	28.4	11.7	7.5	32.6%
	38.9%	34.1%	29.9%	21.8%	36.1%	34.8%	
	9.0	1.2	-2.6	-9.4	1.3	.5	
	1.3	.2	-.5	-1.8	.4	.2	
	1.9	.3	-.6	-2.4	.5	.2	
2	68	36	33	28	16	11	192
UNCERTAIN	59.0	33.6	39.7	35.6	14.7	9.4	40.9%
	47.2%	43.9%	34.0%	32.2%	44.4%	47.8%	
	9.0	2.4	-6.7	-7.6	1.3	1.6	
	1.2	.4	-1.1	-1.3	.3	.5	
	1.8	.6	-1.6	-1.8	.4	.7	
3	20	18	35	40	7	4	124
AGREE	38.1	21.7	25.6	23.0	9.5	6.1	26.4%
	13.9%	22.0%	36.1%	46.0%	19.4%	17.4%	
	-18.1	-3.7	9.4	17.0	-2.5	-2.1	
	-2.9	-.8	1.8	3.5	-.8	-.8	
	-4.1	-1.0	2.4	4.6	-1.0	-1.0	
COLUMN TOTAL	144	82	97	87	36	23	469
	30.7%	17.5%	20.7%	18.6%	7.7%	4.9%	100%
CHI-SQUARE	D.F.	SIGNIFICANCE		MIN E.F.	CELLS WITH E.F. < 5		
36.53746	10	0.0001		6.081	None		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.050 level: 1-3 1-4

TABLE 26. Crosstabulation by ID Group for Survey Item 23

ITEM 23: The Iowa Professional Teaching Practices Commission should be the governing body to consider complaints of unethical behavior or unprofessional practices brought against educators.

CROSSTABULATION BY ID GROUP							
COUNT EXP VAL COL PCT RESIDUAL STD RES ADJ RES	ID GROUPS						ROW TOTAL
	TEACHER	ELEM PRIN	SEC PRIN	SUPERIN- TENDENT	DEPT ED	COLLEGE DEANS	
	1	2	3	4	5	6	
	9	4	3	6	3	0	
	7.7	4.4	5.2	4.6	1.9	1.2	
1 DISAGREE	6.3%	4.9%	3.1%	7.0%	8.3%	.0%	5.3%
	1.3	-.4	-2.2	1.4	1.1	-1.2	
	.5	-.2	-1.0	.7	.8	-1.1	
	.6	-.2	-1.1	.7	.8	-1.2	
	78	36	38	27	16	9	204
	62.8	35.7	42.3	37.5	15.7	10.0	43.6%
2 UNCERTAIN	54.2%	43.9%	39.2%	31.4%	44.4%	39.1%	
	15.2	.3	-4.3	-10.5	.3	-1.0	
	1.9	.0	-.7	-1.7	.1	-.3	
	3.1	.1	-1.0	-2.5	.1	-.4	
	57	42	56	53	17	14	239
	73.5	41.9	49.5	43.9	18.4	11.7	51.1%
3 AGREE	39.6%	51.2%	57.7%	61.6%	47.2%	60.9%	
	-16.5	.1	6.5	9.1	-1.4	2.3	
	-1.9	.0	.9	1.4	-.3	.7	
	-3.3	.0	1.5	2.2	-.5	1.0	
COLUMN TOTAL	144	82	97	86	36	23	468
	30.8%	17.5%	20.7%	18.4%	7.7%	4.9%	100%
CHI-SQUARE	D.F.	SIGNIFICANCE		MIN E.F.	CELLS WITH E.F. < 5		
17.58972	10	0.0623		1.229	4 of 18		

Note. ADJ RES- Significant at 2.985 ( Critical Value for .05 level of significance allocated over 18 cells)

Pairs significantly different at the 0.050 level: 1-4

agree and 54% marked uncertain compared to the total sample responses of 51% and 44%, respectively.

For between group comparisons, teachers and superintendents were the only groups significantly different. Superintendents (62%) were more in agreement with the statement that the IPTPC should be the governing body to consider complaints against educators than were teachers (40%). Demographic breakdowns did not produce any significant differences in the recorded responses. Few educators disagree with the IPTPC serving as the governing body, but a large number of educators are undecided.

#### Summary of Significant Differences by ID Group

The six ID groups recorded significant differences between groups on fifty-three (53) occasions for the twenty-four survey items (Table 27). Teachers recorded the highest number (41) of significant differences with the other groups; they disagreed most often with superintendents (14) and then with secondary principals (10). Teacher responses were significantly different from elementary principals on only three occasions. As a matter of record, elementary principals had the least number of significant differences of any of the groups.

Superintendents recorded the second highest number of significant differences with the other groups (23), but again, 14 of those were with teachers. Secondary principals recorded significant differences with the other groups on 14 items and 10 of those were with teachers. Department of Education personnel recorded nine significant differences, six with teachers; they had none with principals and only one with college deans. Education college deans differed significantly from the other ID groups on 11 items,

TABLE 27. Frequency of Significant Differences Between ID Groups and of ID Groups by Item Number

Group	1 Teachers	2 Elem Prin	3 Sec Prin	4 Super- intend.	5 DE Pers.	6 College Deans	Total
1 Teachers		3	10	14	6	8	41
2 Elem Prin	3		0	4	0	1	8
3 Sec Prin	10	0		3	0	1	14
4 Superintend.	14	4	3		2	0	23
5 D.E. Pers.	6	0	0	2		1	9
6 College Deans	8	1	1	0	1		11
Total	41	8	14	23	9	11	

## Significant Differences of ID Groups by Item Number

## Paired Groups

	1-2	1-3	1-4	1-5	1-6	2-4
Items	9, 15,	1, 2,	1, 3,	1, 3,	3, 5,	1, 8,
Where	21	3, 4,	4, 5,	4, 11,	7, 8, 11, 24,	
Differences		5, 6,	6, 8,	12, 17	10, 11,	
Occur		11, 15,	11, 12,		12, 13	
		21, 22,	13, 15,			
			21, 22,			
			23, 24			

## Paired Groups

	2-6	3-4	3-6	4-5	5-6
Items	11	9, 12,	14	5, 21	5
Where		13, 24			
Differences					
Occur					

but no more than one difference occurred with any group other than teachers where eight differences existed.

### Consideration of Demographics

In addition to analyzing the responses by ID groups, they were analyzed by using the demographical information included in the survey instrument. The information included the size of the respondents' school district, the length in years of the respondents' professional experience, the level of the respondents' educational background, and the respondents' gender.

#### Size

Breaking down the survey responses by the respondents' school district size yielded only two occasions where significant differences were detected (Table 28). The two differences occurred between respondents from the largest school districts (1,501-plus) and the second smallest (301-600). The items on which the significant differences were recorded dealt with whether the respondents had read the IPTPC code of ethics (Item 5) and whether an educator could unilaterally break a contract (Item 21).

#### Experience

Significant differences between experience groups occurred on nine occasions but on only four separate items (Table 29). Item number one (knowledge of the IPTPC) provided four of the differences and item fifteen (formal undergraduate instruction on professional standards and practices) was the occasion of three. The group with the most years of experience (21-plus) was involved in six of the nine differences and all of the six were with educators in the two groups with the least experience (0-5 and 6-10). Educators with 0-5 years of experience recorded five differences and the differences were with respondents with more than ten years of experience.



TABLE 28. Frequency of Significant Differences Between Size Groups and of Size Groups by Item Number

	1	2	3	4	5	6
Groups	1,501-Plus	1,001-1,500	601-1,000	301-600	000-300	Total
1 1,500- Plus		0	2	0	0	2
2 1,001-1,500	0		0	0	0	0
3 601-1,000	2	0		0	0	2
4 301- 600	0	0	0		0	0
5 0- 300	0	0	0	0		0
Total	2	0	2	0	0	

## Significant Differences of Size Groups by Item Number

	Paired Groups				
	1-2	1-3	1-4	1-5	2-3
Items Where Differences Occur		5, 21			

	Paired Groups				
	2-4	2-5	3-4	3-5	4-5
Items Where Differences Occur					

TABLE 29. Frequency of Significant Differences Between Experience Groups and of Experience Groups by Item Number

	1	2	3	4	5	
Groups	21-Plus	16-20	11-15	6-10	0-5	Total
1 21-Plus		0	0	4	2	6
2 16-20	0		0	0	2	2
3 11-15	0	0		0	1	1
4 6-10	4	0	0		0	4
5 0- 5	2	2	1	0		5
Total	6	2	1	4	5	

## Significant Differences of Experience Groups by Item Number

## Paired Groups

	1-2	1-3	1-4	1-5	2-3
Items			1, 13,	1, 15	
Where			15, 21		
Differences					
Occur					

## Paired Groups

	2-4	2-5	3-4	3-5	4-5
Items		1, 15		1	
Where					
Differences					
Occur					

### Degree

The breakdown of responses by degree yielded the highest number of significant differences (31) of all of the demographic groups (Table 30). Respondents with doctoral degrees recorded fifteen of the differences - twelve with the Bachelor degree group and three with the Master degree group. The BA/BS group, however, recorded with the highest number of significant differences with other groups as they were involved in twenty-eight separate differences - twelve with the doctoral group, seven with specialist group and nine with the masters degree group.

### Gender

In examining the survey responses by gender of the respondent, significant differences were recorded on eleven items (Table 31). Further examination did not reveal a definite pattern for the responses which were significantly different based upon gender.

TABLE 30. Frequency of Significant Differences Between Degree Groups  
and of Degree Groups by Item Number

	1	2	3	4	
Groups	Doctoral	Specialist	MA/MS	BA/BS	Total
1 Doctoral		0	3	12	15
2 Specialist	0		0	7	7
3 MA/MS	3	0		9	12
4 BA/BS	12	7	9		28
Total	15	7	12	28	

Significant Differences of Degree Groups by Item Number

Paired Groups

	1-2	1-3	1-4	2-3	2-4	3-4
Items		8, 11,	1, 3,		1, 3,	1, 3,
Where		13	5, 6,		4, 8,	4, 5,
Differences			7, 8,		13, 15,	11, 15,
Occur			11, 12,		21	16, 21,
			13, 16,			22
			17, 21			

TABLE 31. Frequency of Significant Differences Between Gender Groups  
and of Gender Groups by Item Number

Groups	1 Male	2 Female	Total
1 Male		11	11
2 Female	11		11
Total	11	11	

Significant differences Between Gender Groups by Item Number

Paired Groups

	1-2
Items	1, 3, 4,
Where	5, 6, 7,
Significant	11, 13, 15,
Differences	21, 22
Occur	

## CHAPTER 5

### Summary, Conclusions, Discussion, and Recommendations

#### Summary

The Iowa Professional Teaching Practices Commission was established in 1967 by the Iowa legislature for the primary purpose of providing educators with a base, a mechanism, for professional self-governance. The commission emerged out of a national movement for educators to establish control over their profession. Through the course of its twenty-year history, the IPTPC has developed and adopted a written statement on professional standards and teaching practices and a code of ethical behavior. Self-policing processes have also been established to determine the validity of any complaints brought against any practicing educator.

Since the IPTPC is the self-governing component for the educational profession, it is necessary to formulate some understanding of how practicing educators perceive the commission, the established standards, the written code of ethical behavior, the concept of professionalism and professional self-governance. This study was done in an attempt to determine these perceptions.

#### Conclusions

The results of this study are presented within the scope of the categorical questions posed earlier:

1. Do Iowa's educators know of the existence of the Iowa Professional Teaching Practices Commission?

Considering the fact that the IPTPC has been in existence for over twenty years, the awareness of practicing educators of the commission and its criteria are much below what one might reasonably expect from a group which might want to be called a profession.

2. Do Iowa's educators believe in the concept of the service ideal?

A majority of those surveyed (62%), agreed that educators place an emphasis on service rendered to others rather than upon economic gain.

3. Do Iowa educators know and understand the code of ethical conduct established by the IPTPC.

Educators do not know and understand their code of ethical conduct as 70% of the respondents marked disagree or uncertain for the survey item.

4. Do Iowa's educators view themselves as professionals?

Educators strongly agree that they are professionals and that they should have the authority to govern their profession.

5. Do Iowa educators know of and understand the established criteria of the IPTPC?

The educators do not know and have not received instruction on the IPTPC code of ethical behavior or teaching standards.

6. Do Iowa educators believe that they should police their own ranks, limit access to teaching and remove teaching certificates from those found in violation of established professional standards?

Educators strongly support this concept of professional self-governance. Additionally, they lend strong support to most of the standards championed by the IPTPC.

### Discussion

The discussion of the six major conclusions will be done through a detailed categorical approach. Each of the conclusions will be discussed individually.

1. The awareness of practicing educators of the IPTPC and its criteria leave a great deal to be desired.

When an occupational group believes that it is indeed a profession, certain criteria ought to be met, particularly the aspect of self-governance. In this case, educators lack knowledge of the IPTPC, the agency charged with providing educators with self-governing capabilities. Only five percent of the educators feel they have sufficient knowledge of the IPTPC and 76% feel they want to learn more about the commission.

It would appear that the IPTPC should adopt a more vigorous stance in "selling" itself and the concept of professional self-governance to Iowa educators. This task will necessarily include budget and staff considerations. Currently, the IPTPC is staffed by a part-time office secretary. To accomplish the goal of a self-governing profession, permanent staff is deemed appropriate. Correspondingly, the IPTPC budget must be increased sufficiently to allow for the possibility of accomplishing its goal. The IPTPC budget in 1981-82 was \$65,000 and for 1987-88 the budget was \$66,456. The commission and its constituency must work to increase this amount.

2. Educators do support the concept of a service ideal rather than economic gain.

Nearly two-thirds of the educators surveyed agreed with the service ideal concept while only 10% disagreed. It appears, then, that educators do support the concept that "their services are so important to students that they must be



available to all, rather than limited to those who can afford them" (Lieberman, 1956).

3. Educators do not know and understand the code of ethical behavior established by the IPTPC.

The IPTPC's communication system with the members of the profession is falling far short of expectations. After twenty years of existence, 70% of the educators surveyed do not agree that they understand the IPTPC's code of ethical behavior. This suggests that the commission should get the code into the hands of Iowa educators. Also, the teacher preparation institutions in Iowa should be persuaded to include formal instruction on the IPTPC, its code of ethics, and its adopted teaching standards and practices. Since only 36% of the educators with less than five years experience feel they have knowledge of their professional code of ethical behavior, it seems rather obvious that the message is not being satisfactorily delivered in undergraduate institutions. To offset these situations, the IPTPC should develop an immediate and long-range educational program to inform practicing educators of the code of ethics and the professional standards and teaching practices to which they are required to conform.

4. Educators believe they are professionals and that they should have the authority to govern their profession.

Eighty-nine per cent (89%) of the survey respondents stated that they felt educators were members of a profession and high agreement was also recorded for other items dealing with professional self-governance. Through the IPTPC, Iowa educators do have the authority to govern their profession, yet the educators' lack of knowledge of the professional code of ethics and the adopted teaching standards and practices seem to indicate an educational

profession which does not satisfy many of the accepted characteristics normally associated with professionalism.

5. The responding educators do not know and have not received instruction on the IPTPC code of ethical behavior or teaching standards.

It is inconceivable, for example, that only 30% of Iowa medical doctors would have knowledge of the medical code of ethics, or that only 43% would have received formal instruction on medical standards and practices. For Iowa educators to be fully accepted as professionals, the IPTPC must assume a more active role in developing and promoting the characteristics which are associated with professionalism.

6. Educators strongly support the concept of professional self-governance, and they support the standards championed by the IPTPC.

The responses on items dealing with educators who commit unethical and/or immoral acts, educators who are convicted of felonies, educators who are incompetent, and educators who commit sexual acts with students or children suggest that Iowa educators are in agreement with the decisions rendered on complaints brought against practicing educators. The major exception by the respondents to the broad support they demonstrated for the IPTPC standards revolves around issues associated with educators being released from professional service contracts.

#### Recommendations

1. The IPTPC must be sufficiently funded to allow the commission to fulfill its role as the self-governing arm of the teaching profession.

2. The IPTPC should hire a professional educator to serve as its Executive Director. The director would provide a sense of continuity to the IPTPC. More importantly, the director would become a resource, an information base, for

Iowa educators. Additionally, the director could communicate with other states' teaching practices commissions regarding programs and problems of mutual concern and interest.

3. A comprehensive information system must be developed by the IPTPC to adequately instruct practicing educators on the established code of ethics and teaching standards. Twenty years of ineffective communication and inconsistent promotional activities must end. Printed brochures dealing with IPTPC's history, organization and procedures should be developed and distributed to Iowa educators and teacher preparation institutions. The commission should consider the development of informational video cassettes to tell its story to interested parties.

4. After twenty years, the teacher preparation institutions in Iowa are still not adequately instructing students on the IPTPC, its code of ethics, or its written standards. If the colleges cannot be persuaded to incorporate this instruction into their programs, the IPTPC should seek legislation to mandate inclusion of such instruction in any accredited teacher preparation program.

5. In view of the special interests which are normally associated with the groups and organizations such as the Iowa State Education Association (ISEA), the School Administrators of Iowa (SAI), and other specific education groups which comprise the educational profession in Iowa, it would seem to this writer that the IPTPC should become the organization which represents the entire profession's perspective on ethics, standards, teaching practices and other issues which impact on the profession as a whole.

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APPENDIX A  
SURVEY INSTRUMENT MAILED TO 578 IOWA EDUCATORS

Please indicate your agreement or disagreement with the following statements by circling one of the following codes:

	Agree	Uncertain	Disagree
	3	2	1
1. I have knowledge of the Iowa commission designed to rule professional teaching standards and practices.	3	2	
2. I have read the established criteria of professional teaching standards and practices to which I am required to conform.	3	2	
3. Educators are members of a profession.	3	2	
4. Educators place an emphasis on service rendered to others rather than upon economic gain.	3	2	
5. I have read the established code of ethical conduct established by the Iowa Professional Teaching Practices Commission (IPTPC).	3	2	
6. I understand the established code of ethical conduct established by the IPTPC.	3	2	
7. The concept of professional self-governance is important.	3	2	
8. Educators should have legal authority over the issuance of licenses for educational personnel.	3	2	
9. Iowa educators should have authority to suspend and reinstate the licenses of educational personnel.	3	2	
10. Iowa educators should have the authority to establish and administer standards of professional practice and ethics for all educational personnel.	3	2	
11. Iowa educators should have the authority to accredit teacher preparation institutions.	3	2	
12. Iowa educators should have the authority to govern in-service and continuing education for educators.	3	2	
13. I have sufficient knowledge of the IPTPC.	3	2	
14. I received formal undergraduate instruction on professional ethical behavior.	3	2	
15. I received formal undergraduate instruction of teaching standards and practices.	3	2	
16. I received formal undergraduate instruction on the intent and purposes of the Iowa Professional Teaching Practices Commission (IPTPC).	3	2	

NOTE: Please complete the other side of this page.

17. An educator who commits unethical and/or unprofessional acts should face suspension or revocation of the professional license. 3
18. An educator who is convicted of a felony should face suspension or revocation of the professional license. 3
19. Instructional or administrative incompetence by an educator should be considered grounds for suspension or revocation of the professional license. 3
20. Sexual acts with a child or student by an educator should be considered as grounds for suspension or revocation of the professional license. 3
21. An educator's non-performance of a professional contract, a unilateral decision to leave a contract without school board release, should be considered as grounds for suspension or revocation of the professional license. 3
22. Professional ethics require that a contract be honored, when required by either the educator or the school district, without regard to the reasons for request for release from the contract. 3
23. The Iowa Professional Teaching Practices Commission should be the governing body to consider complaints of unethical behavior or unprofessional practices brought against educators. 3
24. I am interested in learning more about the Iowa Professional Teaching Practices Commission. 3

#### DEMOGRAPHIC INFORMATION

Please circle the appropriate response for each of the following:

25. My school district size is: 5 4 3
- 5) 0 - 300      3) 601 - 1,000      1) 1,501 - plus  
4) 301 - 600      2) 1,001 - 1,500
26. My professional career in Iowa includes the following years: 5 4 3
- 5) 0 - 5      3) 11 - 15      1) 21 - plus  
4) 6 - 10      2) 16 - 20
27. The highest degree I currently hold is: 4 3
- 4) B.A. or B.S.      2) Specialist  
3) M.A. or M.S.      1) Doctorate
28. I anticipate receiving another degree within the next two years. Yes
29. My gender is: Male F

Please return to:

Gary Ratigan  
c/o Tri-Center High School  
RR 2, Box 217-A  
Neola, IA 51559



APPENDIX B  
LETTERS OF TRANSMITTAL

October 13, 1987

Dear Fellow Educator:

The Iowa Professional Teaching Practices Commission (IPTPC) was established by the 62nd General Assembly in 1967. The Commission was given the responsibility of developing criteria of professional practices including such areas as contractual obligations, competent performance of all members of the educational profession, and code of ethical practice toward other members of the profession, parents, students and the community.

The enclosed survey instrument asks questions regarding Iowa educator's perceptions and understanding of these professional practices, professional standards, and professional ethical behaviors. The survey is a part of a dissertation project that I am conducting at Drake University. The instrument has been tested and revised to obtain all necessary data with a minimum of your time. No individual or school district will be identified in the reporting of the data. Your survey responses will be tabulated and compiled with others and your specific responses will be kept confidential. All tables will show only summative data across all respondents. Please note that the survey instrument bears a number. The number will be used for follow-up purposes only and will not be used to violate respondent confidentiality.

Your participation is important because you have been randomly selected to respond as a representative of the education profession. As a representative of the profession, your perceptions and understanding are important in attempting to provide a clear picture of how Iowa educators think of the profession as it exists in Iowa. Please take the time to complete the survey and place the instrument in the mail today.

Thanks for your cooperation.

Sincerely,



Gary Ratigan  
Principal, Tri-Center High School  
Member, Iowa Professional Teaching Practices Commission  
Neola, Iowa 51559

October 26, 1987

Dear Fellow Educator:

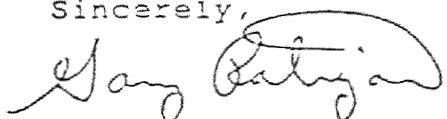
I have not yet received the questionnaire I mailed to you on October 13, 1987. This questionnaire dealt with your perceptions and understandings of the professional practices, professional standards, and professional ethical behaviors of Iowa educators as mandated by the Iowa Professional Teaching Practices Commission.

In order for this research to accurately reflect Iowa educators' perceptions and understandings, a high percentage return of the questionnaire is needed.

I would certainly appreciate your efforts in completing the questionnaire as quickly as possible and returning it in the self-addressed, stamped envelope I enclosed with the original mailing.

Thank you for your time and effort.

Sincerely,

A handwritten signature in cursive script, appearing to read "Gary Ratigan".

Gary Ratigan  
Principal, Tri-Center High School  
Member, Iowa Professional Teaching Practices Commission  
Neola, IA 51559

APPENDIX C  
SUMMARY OF ITEMS BY PERCENT - GROUPED BY CATEGORIES

## SUMMARY OF ITEMS BY PERCENT GROUPED BY CATEGORIES

1. KNOWLEDGE OF THE IPTPC

Item	3 Ag	2 Un	1 Dis	
# 1	61	23	16	I have knowledge of the Iowa Commission...
# 2	41	23	35	I have read the established criteria...
#13	17	34	48	I have sufficient knowledge of the IPTPC...
#16	5	14	80	I received formal instruction on the IPTPC...
#24	76	12	80	I want to learn more about the IPTPC...

2. SERVICE IDEAL

# 4	62	28	10	Educators place an emphasis on service...
-----	----	----	----	---

3. KNOWLEDGE OF CODE OF ETHICAL CONDUCT

# 6	30	35	35	I understand the code of ethics...
-----	----	----	----	------------------------------------

4. EDUCATION AS A PROFESSION

# 3	89	7	3	Educators believe they are professionals...
# 7	79	19	2	Self-governance is important...
#10	62	28	10	Educators should have authority to adm. std's.
#11	41	38	20	Edu. should authority to accredit teacher inst.
#12	70	21	9	Edu. should authority to gov in-ser. & cont. ed.

5. KNOWLEDGE OF IPTPC CRITERIA

# 5	32	19	48	I have read the code of ethics.
#14	35	15	50	I have rec'd inst. on prof. eth. code.
#15	43	17	39	I have rec'd inst. on teach std's and pract.

6. PROFESSIONAL SELF-GOVERNANCE

# 8	53	33	17	Authority over the issuances of licenses...
# 9	54	33	13	Authority to sus. or rev. licenses.
#17	82	16	2	Unethical or unprof. act are cause for sus.
#18	71	24	4	Commission of a felony is cause for sus.
#19	84	22	4	Incompetence is cause for sus.
#20	98	1	1	Sexual acts with student is cause for sus.
#21	56	30	14	Unilateral dec. to break cont. cause to sus.
#22	26	41	33	Cd. of eth: honor cont. regardless of reason
#23	51	44	5	IPTPC should be the gov.body for edu.